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ABSTRACT

The intent of the evaluation studies reported here was two-fold: (1) to determine the promising practices of three alternative schools in Greater Cleveland, and (2) to determine which of those practices identified as promising would be feasible for incorporation into the public schools. Each substudy includes an overview, a description of the specifics of the design utilized, a reporting of data collected, a listing of the promising practices and limitations revealed through data analysis, and a section dealing with feasibility issues surrounding implementation by the public schools. The first of the schools reviewed, the United Independent Schools of East Cleveland, currently offers a preprimary and elementary program for 149 children ages 3-12, utilizing the Montessori method in the preprimary program and the Leicestershire "open" class approach in the elementary program. The Urban League Street Academy has sought to demonstrate that high school dropouts can and will complete high school. Its program has centered on developing the basic academic subjects to serve the high school dropout. The Cleveland Urban Learning Community is a "high school--without-walls." The emphasis, in a global sense, is to create an atmosphere to allow growth toward ends decided by the students. (Author/JM)

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A REVIEW OF
THREE ALTERNATIVE SCHOOLS IN GREATER CLEVELAND
PROMISING PRACTICES AND FEASIBILITY ISSUES

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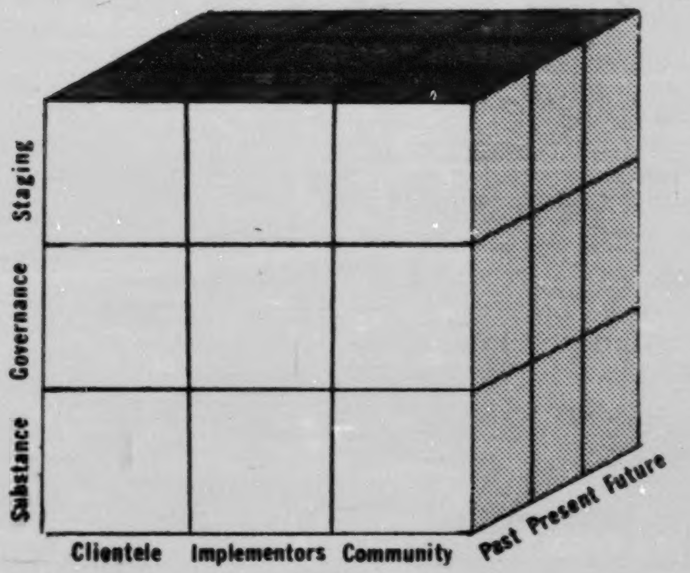

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CHAPTER I

INTRODUCTION AND OVERVIEW

INTRODUCTION

Problems attendant to evaluating educational programs have an extensive history in the literature of the social and behavioral sciences. The advent of federal funding over the past ten years and the concommitant requirement for assessment of such programs has influenced the amount of discourse devoted to examining various issues in evaluation. An examination of publications produced by the Center for the Study of Evaluation at UCLA reveals the diverse range of unresolved questions. Controversy abounds with respect to such fundamental concerns as the definition of the task, identification of appropriate models, criteria for judgment, variables to be included, outcomes to be expected, epistemological determinants, appropriate instrumentation, design and analysis.

Given the chaotic state characterizing evaluation of traditional educational approaches, it is evident that where alternative educational forms are concerned even greater ambiguity exists.

The recent rapid growth in alternative schools is consonant with the increasingly pluralistic nature of American Society. The literature existing at the present time about alternative schools tends to be anecdotal and promotional rather than analytical and evaluative. (Graubard, 1973). Thus, little precedent exists for summative evaluation of alternative schools. Some attempts identified include Rodney Skager's Evaluation of the Los Angeles Alternative School completed in 1973 under the aegis of the UCLA Center for the Study of Evaluation and the continuing evaluation of Metro High School in Chicago under the aegis of the Center for New Schools.

In view of the limited information about alternative school evaluation and the unique charge given the evaluation team, extensive discussions were held in order to generate a useable model appropriate to the task. Assistance was secured from Dr. Rodney Skager of UCLA as the model was in its developmental stages.

The evaluative model constructed was directed toward addressing a different set of questions than those included in the earlier Alternative Schools in Greater Cleveland: A Descriptive Study (Morford, 1973). The expressed intent in the present undertaking was two-fold:

1. To determine the promising practices of three alternative schools in Greater Cleveland.
2. To determine which of those practices identified as promising would be feasible for incorporation into the public schools.

The Evaluation Model

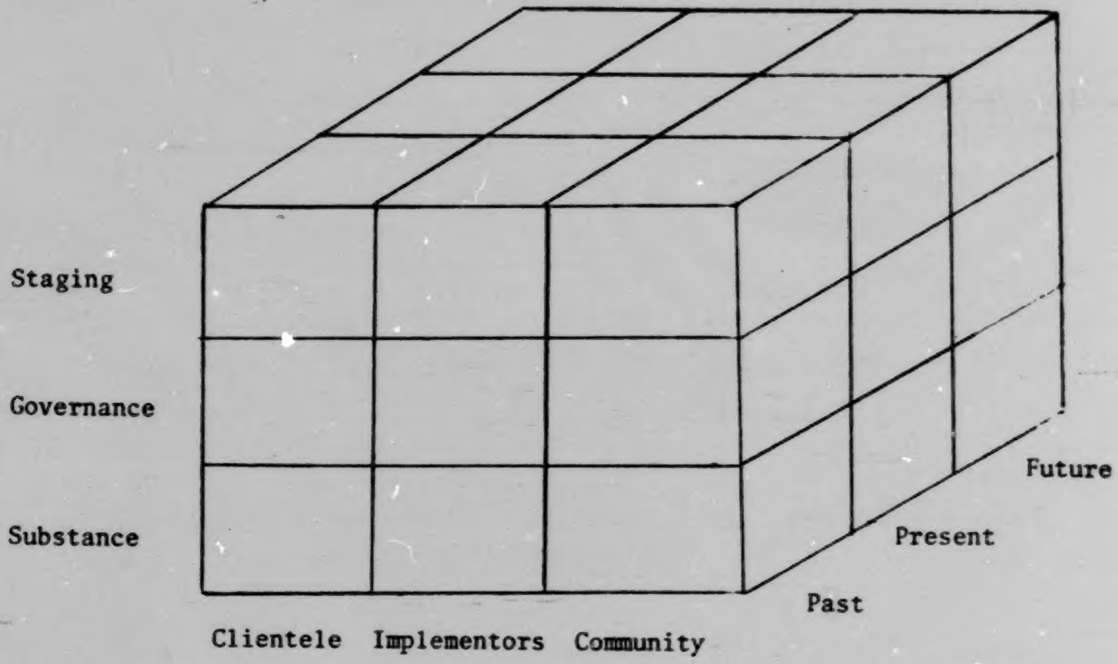
Model construction was guided by a series of assumptions related to the charge itself, ambiguity existing in evaluation endeavors in general, and the nature of alternative schools. Assumptions:

1. The model should have descriptive elements to allow linkages with the earlier descriptive study by Morford (1973).
2. The model should be flexible enough to accommodate differing value perceptions on the part of participating schools with respect to the evaluative process.
3. The model should be comprehensive enough to identify the critical promising practices.
4. The model should permit the evaluative criteria to originate within the established goals and values of the school itself.
5. The model should provide opportunity for the alternative school to participate in the determination of areas of evaluative emphasis.

The evaluation model which guided the data collection, analysis and interpretation viewed the alternative schools across three dimensions:

1. A functions dimension focused on operational aspects of staging, governance and substance.
   - Staging aspects included philosophy, rationale, objectives, facilities, time-space use and allocation.
   - Governance aspects included organization, financing, administration, participation, regulations, climate (political, psychological, social).
   - Substance included curriculum, instruction, materials, support systems, cognitive and affective learning outcomes, types of interaction.
2. A time dimension representing past, present and future.
   - Past included antecedents--historical factors and intents, possibly historical transactions.
   - Present included current functioning in or out of congruence with antecedents as well as outcome variables--those personal and community cognitive and conative outcomes that are being achieved.
   - Future included extrapolation of follow-up variables such as holding power, educational and career opportunities for clientele as well as projected plans for improvement.
3. A personnel dimension which involved clientele, implementors and community.
   - Clientele included the students.
   - Implementors included the teachers, administrators, community "mentors," instructional and clerical support staff.
   - Community included parents, political groups, agencies, business and institutional organizations, particularly after-graduation employment sources.

The three dimensions can be related in the following diagram.


Staging
Governance
Substance
Future
Present
Past
Clientele
Implementors
Community

The Strategy of Evaluation

Frequent formal as well as informal communication occurred on a continuing basis among the three teams. This ensured consistency of approach and greatly helped in the interpretation of findings as questions arose. Each sub-team was assisted in the data collection and analysis phases by Cleveland Public Schools research design personnel and Case Western Reserve University Department of Education graduate students.

Following the completion of the working model, a decision was reached in consultation with Dr. Skager to deploy a team to each of the three alternative schools: United Independent School of East Cleveland, Cleveland Urban Learning Community, and the Street Academy. It was believed that a more comprehensive overview of each school would more likely occur if each individual team had the responsibility for total data collection following intensive familiarization at one site.

The report is organized, following this introduction, into three chapters, each chapter presenting the report of a single evaluative team's efforts at its assigned school. In general, each sub-study includes an overview, a description of the specifics of the design utilized, a reporting of data collected within each of the cells of the model where applicable, a listing of the promising practices and limitations revealed through data analysis, and finally a section dealing with feasibility issues surrounding implementation by the public schools. In the interest of easier readability, instruments, other pertinent documents, and detailed tabular information are appended to each chapter.

REFERENCES

Allen Graubard, Free the Children: Radical Reform and the Free School Movement (New York: Random House, Inc.) 1972.

John Morford et. at., Alternative Schools in Greater Cleveland: A Descriptive Study (Cleveland, Ohio: Prepared for the Martha Holden Jennings Foundation) 1973.

Rodney Skager et. al., Evaluation of the Los Angeles Alternative School: A Report to the Board of Education of the Los Angeles Unified School District (Los Angeles, California: Center for the Study of Evaluation, Graduate School of Education, UCLA) 1973.

CHAPTER II

UNITED INDEPENDENT SCHOOLS

OF

EAST CLEVELAND

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I. INTRODUCTION AND OVERVIEW

The United Independent Schools of East Cleveland (UISEC) formally emerged as an institution for pre-primary children in 1969 with the combining of the Calvary Neighborhood School and a similar organization in the East Cleveland Chambers School area. Initially developed as a partial response to the need for a pre-primary program in East Cleveland, UISEC currently offers a pre-primary and elementary program for 149 children ages three to twelve, utilizing the Montessori method in the pre-primary program and the Leicestershire "open" class approach in the elementary program. The 1973-74 enrollment of 149 students consists of 78 children in four pre-primary classes and 71 children in four elementary school classes. The participating students represent an economically, socially, and racially integrated population. Approximately seven out of ten (69%) of the children are from urban areas--i.e., reside in Cleveland or East Cleveland. The per cent of urban representation varies from 38 per cent in one of the pre-primary classes to 89 per cent in the single class corresponding to upper elementary (grades 4 through 6). The use of a sliding tuition scale ensures that no family is excluded for financial reasons. A brief advocacy statement prepared by Mary Ann Cronin, current President of the UISEC Board of Trustees is appended (Appendix A).

A. Evaluation Design

Responsibility for the UISEC review was assumed by a four-member task force consisting of two representatives of the Cleveland Public Schools and two representatives of Case Western Reserve University. Graduate students from Case Western Reserve University and staff members of the Division of Research and Development (Cleveland Public Schools) provided assistance in some phases of the data collection.

The evaluation design was developed to provide a response to three basic questions:

1. What degree of consonance exists between the stated goals of UISEC and the actual practices and outcomes?
2. What promising practices are operational in UISEC?
3. Which of these promising practices are feasible for incorporation into a public school system?

To respond to these questions, data were gathered across the 16 dimensions outlined in the review-project proposal. These dimensions are:

Staging

- Philosophy
- Rationale
- Facilities
- Time-Space Use

Substance

- Curriculum
- Instruction
- Materials
- Support Systems
- Learning Outcomes
- Types of Interactions

Governance

- Organization
- Financing
- Administration
- Participation
- Regulations
- Climate

Determination of data collection and analysis procedures was based upon the variable or dimensions to be examined. In some instances, a given data source--e.g., parent questionnaire--was constructed so as to address multiple areas of evaluation interest. Some phases of the data collection used instruments constructed by the review team--e.g., structured-interview guides and a pupil attitude survey. To meet other data-collection needs, the team employed existing commonly-used instruments from outside sources (Comprehensive Tests of Basic Skills, Torrance Tests of Creative Thinking, etc.) or adapted such instruments to better fit the data-collection design. Appendix B provides a brief description of these instruments. Table 1 summarizes the dimensions of the data collection effort.

TABLE 1

Evaluative Dimensions and Data Collection Procedures

Dimensions	Data Collection Procedures
Official statements of UISEC goals, policies, procedures, etc.	Written documents--brochures, statements of goals, etc., were obtained and examined. Participant-observers attended three meetings of the Board of Trustees and three teachers' meetings.
Instructional Activities	A four-member team completed two half-hour observations of each of the eight classes. (Two observers visited the four pre-primary classes; the remaining two observers visited the four elementary classes.) Observation data were recorded using the Descriptive Observation Record for Individualization of Instruction.

TABLE 1 (Cont'd)

Dimensions	Data Collection Procedures
Perceptions of teachers and assistant teachers re: UISEC goals, strengths, etc.	A structured interview was completed with each of the eight teachers and eight assistant teachers. Each interview, approximately 15 to 30 minutes long, was conducted by one of the four persons making up the team of classroom observers.
Parents' expectations for and satisfaction with UISEC.	A questionnaire, distributed via mail to all parents (N = 112) was completed and returned by 76 respondents--for a 68 per cent response rate. Responses were anonymous. The questionnaire was an adaptation of the parent interview guide developed and used by Rodney Skager in his Evaluation of the Los Angeles Alternative School (1973).
Perceptions of elementary school pupils re: UISEC goals and activities.	Individual structured interviews were completed with a random sample of seventeen pupils in the elementary classes. Interviews were conducted by two graduate students.
Feelings of elementary pupils re: various dimensions of learning activities, self, other pupils, etc.	An attitude-assessment instrument--the "Face Test"--was administered by the teachers to pupils in the elementary classes and to five-year-old pupils in the pre-primary classes. Data were obtained from a total of 80 children.
Measures of self-sufficiency, emotional maturity, and social skills of children in the pre-primary classes.	The Levine-Elzey Social Competency Scale was completed by the four pre-primary teachers, providing ratings of a random sample of 19 pupils.
Measures of self-concepts of pre-primary pupils.	The Self-Concept Rating Scale was completed by the four pre-primary teachers, providing ratings of a random sample of 19 pupils.

TABLE 1 (Cont'd)

Dimensions	Data Collection Procedures
Children's levels of performance in reading and arithmetic.	The Comprehensive Tests of Basic Skills (CTBS)--Reading and Arithmetic--were administered to pupils in the four elementary classes. Form Q-Level 1, was completed by 26 pupils in the three classes representing grades 1 through 3. Form Q-Level 2 was completed by 17 pupils in the single class representing grades 4 through 6. The tests were administered by a member of the evaluation task force assisted by one graduate student.
Children's levels of creativity.	The Torrance Tests of Creative Thinking: Figural Test (Form A) was administered to a random sample of 17 pupils in the elementary classes. A member of the evaluation task force administered and scored the tests.

II. STAGING

A. Philosophy and Rationale

UISEC believes that the responsibility of educating children extends beyond simply teaching them to read, write, and count. UISEC is firmly committed to the idea of developing the child's imagination and spirit, awareness of the joy in learning, the ability to recognize and work toward social problem solving and a sense of the worth of every individual as well as the mastery of basic academic skills (Appendices G, I and M).

UISEC utilizes an informal approach to learning, allowing the individual the time and encouragement for exploring his own interests and developing creative expression. The stated goals of the school reflect this stress on the individual and center upon the development of independent learners. These goals include providing an alternative to the public schools while hoping to influence the educational establishment, integrating the family and the community into the educational process, continuing to be experimental, and maintaining a pluralistic school community.

The views of both parents and teachers as to what the school is in reality tend to support this basic philosophy. Using the results of a teacher interview, the majority of the teachers indicated that the school stresses the development of each child as a self-reliant individual and provides a flexible learning environment allowing for a humanistic approach to social education and the acquisition of basic skills. Over 70 per cent of the parents responding to a questionnaire indicated that it is true that their child is making satisfactory academic progress, responds well to school, has obtained new experiences, likes the teachers, has become more self-confident and out-going with adults, and is better able to make personal decisions.

B. Facilities

The specific characteristics of the three sites in which are located the four pre-primary and four elementary classes remain as described in Alternative Schools in Greater Cleveland (Morford, 1973, Vol. 3). Rather than recapitulate the findings of the earlier descriptive study, data will be presented relative to facilities in terms of the current perceptions of parents, teachers, students, and observers.

While the parent survey (Appendix C) did not include specific questions regarding physical facilities, it may be inferred from responses to Question 3d that 82 per cent of the parents who responded (N = 76) perceive a need for the availability of greater resources. Appendix C reveals that 54 per cent were in strong or moderate agreement that there was a need for more resources in staff, materials and funds, while only 12 disagreed with the statement. Twenty-five per cent of the teachers (N = 16) cited the need for improved physical education facilities and equipment in response to the open-ended question "What would you change if you could?" (Appendix D). Ten of the 17 elementary students interviewed reported in response to Question 2 "How do you feel about the location of the school?" that this was not a problem and that the facilities were indeed adequate. The remaining seven in the sample responded in terms of issues unrelated to adequacy of facilities (Appendix E).

Subjective judgments made by observers following the formal rating procedure indicate that facilities were viewed as modest.

It may be noted that there are differing perceptions regarding the adequacy of facilities as a function of the psychological distance from the setting of those making the judgment such that those closest, i.e., students and teachers, view this area with less concern than do parents and evaluation team observers.

C. Time-Space Use

As described in the Morford study (1973, Vol. 3, pp. 41-42, 51-52), much of the classroom space is shared with other groups within and outside of UISEC itself. These arrangements require considerable shifting of materials and equipment to provide access for other classes and church-related groups.

Parents apparently did not perceive the shared-space arrangements as a problem for this area failed to be noted either directly on the questionnaire form or included in subjective comments contributed by many parents at the end of the interview schedule.

In contrast, three teachers did identify space needs as an area where change would be beneficial with suggestions for consolidation of buildings and increased classroom space.

Six children commented (Appendix E, Q 4) upon difficulties attendant to sharing facilities with church members as noted in one child's comment, "I sort of don't like to share with the church that much because there isn't much to play on."

III. SUBSTANCE

A. Curriculum

Rev. Brostrom and the faculty of UISEC report that there is no established curriculum but rather each teacher determines curricular content on the basis of his/her assessment of the individual needs of class members. A review of the activities at the elementary level suggests that all teachers require that time be allocated to reading and math each day on either a contract basis or on individual work sheet assignments.

On-going progress records are kept by most teachers in the basic skill areas. Other subject areas, i.e., social studies, science, arts and crafts occur as children identify these interests. This emphasis upon basic skills with more freedom granted other academic pursuits is congruent with the goal issued by the Board which states that "Because not learning will ultimately limit him, we believe the child must be exposed to and must learn many things. We will set boundaries for him which leave areas and things in which he can genuinely make his own choices without fear of disapproval." (Appendix G).

Greater structure characterizes the pre-primary group in that there are more whole-group activities--viz., music, stories, games occurring the second hour of the session. The first hour is more individualized but centered around cognitive activities including the use of Montessori materials, puzzles, educational games, and skill development. Included routinely is a snack period in which the children participate in assuming responsibility for preparation, serving, and clean-up. Monitoring of the developmental progress of the 5-year-old group is accomplished through Tuesday afternoon and Friday morning intensive academic readiness work sessions.

In the absence of a standardized graded curriculum, interviews and observations were conducted to ascertain the manner in which instructional planning occurred.

At the pre-primary level, interviews conducted at the conclusion of the observation periods revealed that the teachers perceive planning as involving the children in the process in varying degrees ranging from teacher directedness to child directedness. The majority of post-observation interview judgments by pre-primary teachers may be characterized as describing child-and-teacher planning relationships with only two instances where exclusively teacher-directed planning was reported (Appendix D).

The elementary interview schedules present a contrast in that, on balance, the teachers report playing a more direct role in the determination of classroom activities, i.e., four of the eight interviews reflect teacher-directed planning, two teacher-child directed planning, and two child-directed planning. These designations are related to the nature of subject matter in question where teachers report taking a more active role in directing contracts for reading and mathematics as opposed to the greater freedom permitted children in designing the art, music, science, and social studies parts of the curriculum.

Interestingly, the elementary students interviewed confirmed the teachers' reports of the assignment of responsibility for instructional planning with eight students indicating that the decision is a joint undertaking of teacher and pupil while seven report it is exclusively teacher initiated (Appendix E, Q 4).

In response to the question, "What subjects do you usually study each week?", the 17 students cited the following topics:

Subject Area	Frequency	Subject Area	Frequency
Reading	15	Science	2
Arithmetic	14	Humanities	1
Report Writing	5	Movement	1
Writing	3	Music	1
Phonics Work	3	Spelling	1
Social Studies	3		

In response to the question, "Is there any subject area that you would like to study but haven't been able to study?", the respondents listed "horses, gerbils, crocheting, fish, plants, geology, astronomy, archery, science, piano, puppet shows, and more about words".

There appears to be close correspondence between the teachers' reported instructional emphases and the activities reported by the sample of students. Inferences may be drawn by comparing expressed interests against actual activities. It may be noted that few children mention science, social studies, music, spelling, etc., as routinely studied subject areas in the course of a week's work. Science topics are, however, emphasized in the wished-for topics listed.

Similarly Question 4 (Appendix C) of the parent interview summary reveals that 50 parents out of 69 felt that their children were learning basic skills. They also felt that their children were receiving above average exposure to creative language, independence training, social skills, and arts and crafts. Such dissatisfaction as was expressed by parents centered around the decreased emphasis assigned to sports and other physical activities and skills.

Curricular emphases of teachers in the basic skills finds support in the goals questionnaire sent by the school to parents in April of 1973 in which subject areas, skill areas, social skills, and personal development skills were ranked (Appendix H). It may be noted that basic skills appeared among the top 10 rankings of content areas. This value finds consistent expression in activities reported by teachers, students, parents, and observers, thus confirming the close correspondence of values, expectations, and behavior in the UISEC community.

B. Instruction

Question 2 (Appendix C) of the parent questionnaire taps the perceived adequacy of the UISEC program in meeting educational expectations. It may be noted that 51 (72%) of the parents strongly agreed and 18 (25%) somewhat agreed that their child is making satisfactory progress while only one parent disagreed and one did not feel the question was applicable. Fifty-six (80%) reported that it was definitely true that their child was responding well to school and 12 (17%) indicated it was somewhat true. Only two parents reported their child was not responding well. Question 3a reveals that 34 parents (51%) either strongly or somewhat agreed that their children do nonetheless need more academic work, whereas 25 (38%) somewhat disagreed or strongly disagreed with 7 (11%) of the parents indicating that the question was not applicable.

In response to the question about whether or not there should be more academic structure in the sense of supervision and teacher-pupil contact, 23 parents (36%) either strongly or somewhat agreed whereas 34 (52%) somewhat or strongly disagreed, while 8 (12%) felt the question did not apply. There appears to be a broad range of opinion in the area of need for structure although the majority of parents express satisfaction with the amount of supervision and teacher-pupil contact.

The class observation schedule (Appendix F) summarized in Table 2 and graphed in Chart I, reveals for the pre-primary groups on a five-point scale with 3 as the mean that there is a somewhat better than average opportunity for a variety of instructional groups to function in independent activities as well as in small and large group endeavors. The observation summary data (Table 2) at the pre-primary level which speaks to the differentiation of assignment shows that an average rating of 3.4 was obtained for this category ranging from 4.1 for "interesting," 4.0 for "variety," 3.1 for "active, challenging and purposeful," 2.9 for "advanced and enriched," and 2.6 for "routine duties".

At the elementary level, it may be noted that the total score for intra-class grouping was 4.8 indicating that there is almost total flexibility in grouping arrangements, freedom of movement, group size, and independent work. With respect to differentiated assignments, a summary rating of 4.3 was contributed to by high ratings on variety and differentiated routine duties and moderately high ratings on advanced and enriched assignments; active, challenging, purposeful, and interesting assignments.

TABLE 2

Profile For Individualization

	Mean Ratings of Individualization (1 = lowest, 5 = highest)					
Rating Focus	Pre-Primary		Elementary		Composite	
Intra-class Grouping	$\bar{x}$	N*	$\bar{x}$	N*	$\bar{x}$	N*
b. Furniture arrangement	4.4	16	5.0	16	4.7	32
f. Independent work	3.4	15	4.1	16	3.7	31
j. Free movement	3.9	16	5.0	16	4.4	32
n. Group size	4.0	16	5.0	15	4.5	31
r. Group flexibility	3.8	16	4.9	14	4.3	30
TOTAL	3.9	79	4.8	77	4.3	156
Variety of Materials						
c. Different levels	3.9	16	4.6	14	3.8	30
g. Reference materials	1.3	16	1.4	7	1.3	23
k. Teacher-made materials	1.9	16	4.5	15	3.2	31
o. Periodicals	1.1	16	1.3	6	1.1	22
s. Library books	1.2	16	3.2	9	1.9	25
TOTAL	1.7	80	3.5	51	2.4	131
Pupil Autonomy						
d. Pupil leadership	--	(0)	1.8	5	1.8	5
h. Mutual assistance	2.3	16	3.9	16	3.1	32
l. Pupil planning	--	(0)	4.3	11	4.3	11
p. Self-evaluation	2.7	12	3.4	14	3.0	26
t. Pupil responsibility	3.2	13	4.3	15	3.8	28
TOTAL	2.7	41	3.8	61	3.3	102
Differentiated Assignments						
a. Advanced or enriched	2.9	16	3.9	14	3.4	30
e. Variety	4.0	12	4.8	14	4.4	26
i. Routine duties	2.6	5	4.8	15	4.3	20
m. Active, challenging and purposeful	3.1	16	3.9	13	3.5	29
q. Interesting	4.1	14	3.9	14	3.9	28
TOTAL	3.4	63	4.3	70	4.0	133

---

*N = number of ratings used in computing mean rating. Ratings of "not appropriate" ..."does not apply" were excluded from calculations. Maximum ratings possible: Pre-Primary = 16, Elementary = 16, Composite = 32

	Pre-Primary		Elementary		Composite	
	$\bar{x}$	N*	$\bar{x}$	N*	$\bar{x}$	N*
Tutoring						
u. Regular teacher	3.3	16	4.3	14	3.8	30
v. Special teachers	3.5	8	--	(0)	3.5	8
w. Pupil tutors	1.5	8	2.5	6	1.9	14
x. Resource tutors	1.0	2	--	(0)	1.2	2
y. Planned and coordinated	--	(0)	--	(0)	--	(0)
TOTAL	2.8	34	3.8	20	3.1	54
GRAND TOTAL INDIVIDUALIZATION	2.9	297	4.1	279	3.5	576

CHART 1

PROFILE FOR INDIVIDUALIZATION

UISEC

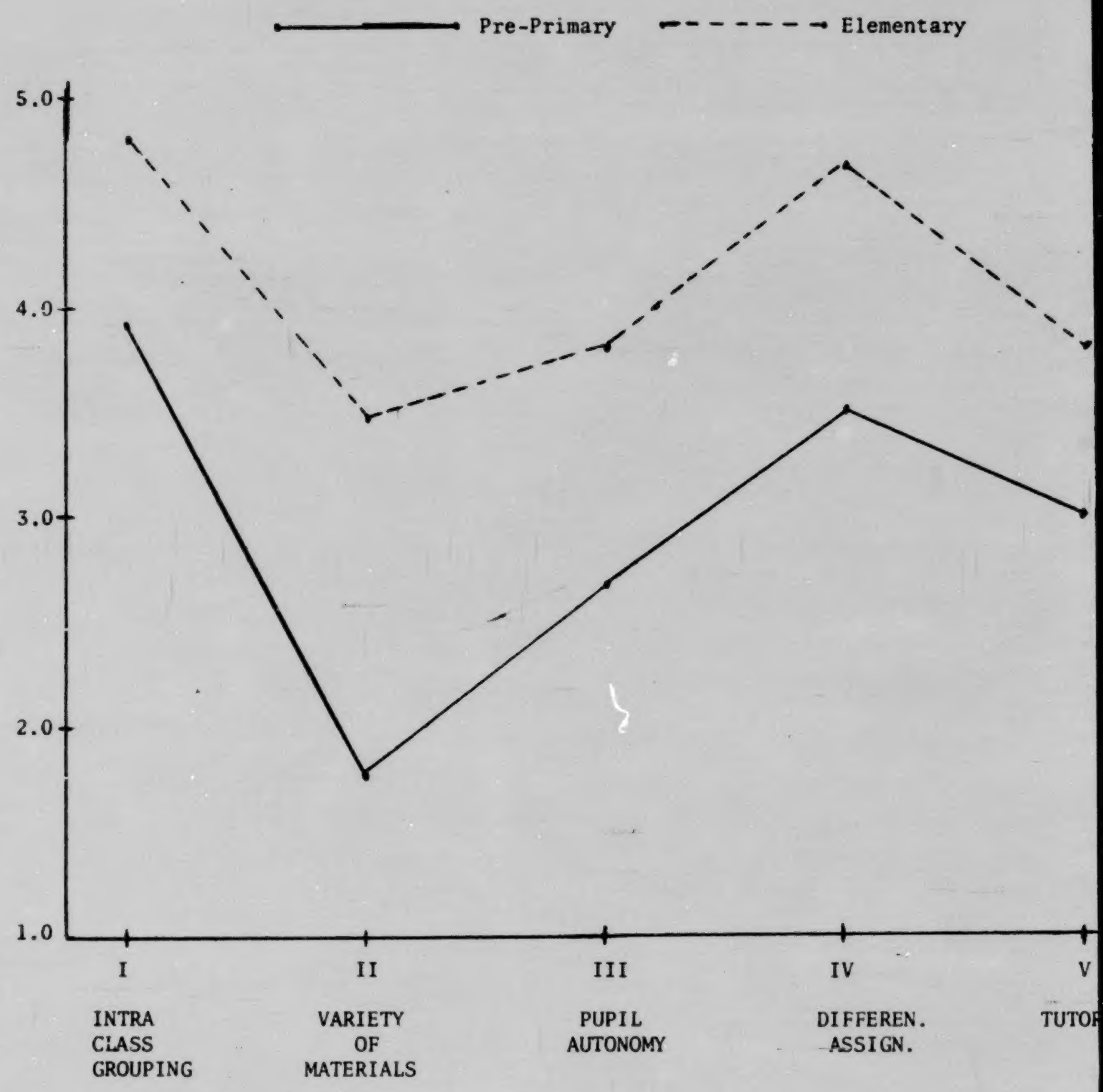


Chart 1, which contrasts the profiles for individualization at both levels of instruction, reveals the older groups receive consistently above-average ratings on individualized instructional behaviors while the younger groups receive only slightly above-average ratings. As anticipated, the younger children engage in more whole-group activities and independent undertakings as more appropriate to their younger level of maturity.

Since mean ratings combine ratings for all classes, the richness of individual variation between classrooms and the heterogeneity of teacher style within and between groups is not visible.

In the elementary student sample (Appendix E) in response to the question, "How often do you work individually with your teacher?", 11 of the 17 children reported daily occasions when this occurred whereas only three indicated only occasional or infrequent occurrences. In response to the question, "How often do you work individually with one other student?", 10 of the 17 volunteered that they did so "often, every day, or sometimes" while three replied not often and two reported working mostly alone. This supports formal and informal teacher interview material with respect to the use of the contract plan and small group instructional emphasis.

C. Materials

As indicated earlier, the parents perceived the need for greater resources and this observation finds support in Item II of the Profile for Individualization (Chart I) at the elementary level with respect to reference materials, periodicals, and to a lesser extent the availability of library books. The availability of materials at different levels and teacher-made materials were highly rated, however. The pre-primary ratings are less easily interpretable inasmuch as the observation schedule called for an assessment of the use of encyclopedia. dictionaries, atlases, and supplementary texts, clearly inappropriate materials for children at this level of maturity. It may be noted however that the use of differentiated materials in the pre-primary classes received a rating of 3.9, representing a somewhat above-average rating.

In response to the question, "Are your books, supplies, etc., adequate?", 13 of the 17 children responded affirmatively but listed additional needs including supplies, gym equipment, science equipment, spelling books and a hamster (Appendix E, Q 13).

D. Support Systems

The most obvious form of support is that provided by parents via financial assistance in the form of tuition. The 1973-74 budget projected a $38,000 tuition component ... almost 38 per cent of the budget. Parents are also active participants in on-going fund-raising activities.

Parent support is further evidenced in personal services contributed to the school. Parents' support through tutoring and other forms of instructional assistance was reported by 30 per cent of the parent survey respondents. The frequency of such service ranged from a single time to as many as 64 times per parent. Parents' accompaniment of children on field trips was reported by 74 per cent of the survey respondents with frequencies ranging from a single time to six times. Parents also provided repairs to school, served as room mothers, worked as playground assistants, teaching assistants and served as board members.

The school used agency services (Help for Retarded Children, Speech and Hearing Center) to respond to unique needs of some pupils. In addition, specialized services have been secured as the need appeared (e.g., the school paid for psycho-educational testing of three pupils).

The need for additional resources was reflected in both staff and parent responses. Approximately one out of two (48%) of the parent respondents "strongly agree" that the school "... needs more resources in staff, materials, and funds". Teachers' comments also reflected concern with increased resources such as physical education facilities and instructional materials. Staff comments also expressed a desire for more help in diagnosing and treating children with learning problems, more volunteers, etc.

E. Learning Outcomes

Learning outcomes were defined as those dimensions of pupils' cognitive and affective development representing goals of UISEC. These dimensions, derived from stated goals and further reflected in statements of staff and parents, were broadly delineated as:

- Personal and Social Adjustment Skills
  - pupils' growth in self-directedness, independence, and self-sufficiency;
  - pupils' acquisition of positive feelings about self, peers, and learning;
  - pupils' development of social skills and emotional maturity (consonant with age).
- Progress in Academic Skills

1. Social Competence of Pre-Primary Pupils

To secure measures of the "social competence" of the pre-primary pupils, the Levine-Elzey Preschool Social Competency Scale (Appendix B) was completed by teachers for a random sample of 19 children in the pre-primary classes. The Scale consists of 33 items listing behaviors to be rated on a four-point scale ranging from "low competence" (value of 1) to "high competence" (value of 4). The items represent three factors: self-sufficiency (12 items), emotional maturity (8 items), and social skills (11 items).

Results (Table 4) reveal that the UISEC pre-primary pupils received "above average" mean ratings on each of the three factors: 2.97 in social skills, 3.16 in self-sufficiency, 3.19 in emotional maturity, and 3.10 for the composite of all items. On the given scale of "1 = low" and "4 = high", a rating of 2.5 corresponds to "average".

TABLE 3

Summary of Results

Levine - Elzey Preschool Social Competency Scale

N=19 Pre-Primary Pupils

Factor	Per Cent Distribution of Ratings by Teacher					Mean Rating
	No. of Items	(Low Competence)			(High Competence)	1 = Low 4 = High
Self-Sufficiency	12	6%	13%	40%	41%	3.16
Emotional Maturity	8	3%	21%	29%	47%	3.19
Social Skills	11	9%	24%	28%	39%	2.97
COMPOSITE	31	6%	19%	33%	42%	3.10

For the cluster of behaviors representing self-sufficiency, teachers assigned "high competence" ratings to 40 per cent of the pupils. The pupils' self-sufficiency behavior given the greatest proportion of "high competence" ratings (73%) was ability to verbalize wants. The self-sufficiency behavior given the greatest proportion of "low competence" ratings (21%) was ability to follow verbal instructions.

For the second major cluster of behaviors, representing emotional maturity, teachers assigned "high competence" ratings to 46 per cent of the pupils. The pupils' emotional-maturity trait given the greatest proportion of "high competence" ratings (63%) was reaction to frustration. The emotional-maturity item given the greatest proportion of "low competence" ratings (15%) was ability to take turns.

For the third cluster of behaviors, reflecting social skills, teachers assigned "high competence" ratings to 38 per cent of the pupils. The behavior receiving the greatest proportion of "high competence" ratings (78%) was using the names of fellow classmates. The behavior receiving the greatest proportion of "low competence" ratings (26%) was initiating group activities.

2. Self-Concept of Pre-Primary Pupils

To secure further profiling of the psycho-social progress of the pre-primary pupils, the Self-Concept Rating Scale (Appendix B) was completed by the pre-primary teachers for a random sample of 19 pupils. The Scale consists of nine behavioral factors to be rated on a five-point continuum (1 = low to 5 = high) with a rating of 3 corresponding to "average".

Analysis of the results (Table 4) revealed that the UISEC pupils had a mean rating of 3.95, or "above average" on the composite of nine items. Almost seven out of 10 (69%) of the ratings were "high" or "average-to-high" vs. fewer than one out of 10 (8%) in the "low" and "low-to-average" categories.

The pupil characteristics receiving the greatest proportions of "high" ratings were "good relationship with family" (53%) and "efficient verbal participation" (47%). The mean rating on each of these characteristics was 4.3 (on a scale of 1 to 5).

The item receiving the lowest proportion of "high" ratings (16%) was "realistic level of aspiration". The mean rating on this item was 3.7. (This finding appears quite consistent with the pre-school age of the pupils!)

For each of the nine dimensions of self-concept, approximately six out of 10 of the pupils were rated "high" or "above average" in competence.

3. Survey of Pupil Attitudes

To assess pupils' attitudes toward various dimensions of school activities, a locally-constructed attitude survey--the "Face Test" (Appendix J)--was administered to pupils in the four elementary classes and to five-year-old pupils in the pre-primary classes. Data were obtained for a total of 82 children. The Face Test consists of 11 items

TABLE 4

Summary of Results

Self-Concept Rating Scale

N=19 Pre-Primary Pupils

Behavior	Rating By Teachers										
	Low (1)		Low-to-Average (2)		Average (3)		Average-To-High (4)		High (5)		Mean
	No.	%	No.	%	No.	%	No.	%	No.	%	Rating
Self Awareness	--	--	1	5%	6	32%	6	32%	6	32%	3.9
Appropriate Emotional Affect	1	5%	--	--	6	32%	5	26%	7	37%	3.9
Good Relationship with Family	--	--	--	--	4	21%	5	26%	10	53%	4.3
Good Peer Relationship	--	--	3	16%	2	10%	8	42%	6	32%	3.9
Efficient Verbal Participation	--	--	1	5%	1	5%	8	42%	9	47%	4.3
Positive Approach To Learning	1	--	1	5%	6	32%	5	26%	6	32%	3.7
Realistic Reaction To Success/ Failure	--	--	3	16%	4	21%	5	26%	7	37%	3.8
Self Satisfaction	--	--	1	5%	6	32%	6	32%	6	32%	3.9
Realistic Level Of Aspiration	--	--	2	10%	4	21%	10	53%	3	16%	3.7
COMPOSITE	2	1%	12	7%	39	23%	58	34%	60	35%	3.95

tapping pupils' feelings. Positive-to-negative feelings were expressed on a three-point scale of 1 = negative, 3 = neutral, and 5 = positive.

The pupils' response patterns (Table 5) reflected generally positive or "happy feelings" about self, peers, and various aspects of school activities. Social activities with classmates--"playing with other children in this class" ... "going on field trips"--generated the highest level of positive response. Over nine out of 10 (91%) of the pupils expressed a positive reaction to such activities.

Between 70 per cent and 80 per cent of the pupils "felt good" about "self", "teacher", "learning new things", and "reading stories silently". Relatively few (10% or less) of the pupils voiced any negative views about these items.

An additional four items--"other children in the school", "coming to school", "the things you do in the class", "reading aloud in a group"--evoked positive responses from between 50 per cent and 60 per cent of the pupils. Greater evidence of negative feelings emerged for these items. ("Reading aloud in a group" was disliked by 25 per cent of the respondents.)

The only item that elicited definite negative feelings was "doing arithmetic problems". Five out of 10 (50%) of the pupils assigned a negative rating to this factor. The mean score of 2.56 was below the "neutral" point of 3.

TABLE 5

Summary of Results

"Face Test" Survey of Pupil Attitudes

N=82 Pupils

Item	Per Cent Distribution of Pupil Responses			
	Positive (VALUE=5)	Neutral (VALUE=3)	Negative (VALUE=1)	Mean Score
Playing with other children in your class	91%	9%		4.81
Going on field trips				
Your teacher	79%	15%	6%	4.47
Reading stories to yourself	76%	20%	4%	4.43
Learning new things	74%	17%	9%	4.30
Yourself	74%	14%	12%	4.23
Other children in this school	54%	39%	7%	3.95
Coming to school	63%	20%	17%	3.91
The things you do in this class	58%	26%	16%	3.84
Reading aloud in a group	53%	22%	25%	3.58
Doing arithmetic problems in class	28%	22%	50%	2.56
COMPOSITE	65%	20%	15%	4.01

The interview responses of the sample of elementary school children (N = 17) further testify to the pupils' general satisfaction with their UISEC experiences. Students were almost unanimous (94%) in stating that they "... liked UISEC ..."

The interview responses also confirm the importance pupils attach to the "social" activities related to the instructional program. In identifying "... things you ... learn at UISEC that you would not learn in public school", students cited most frequently activities such as campouts, canoe trips, etc.

4. Academic Skills

"Mastery of basic skills" appears as one of the stated goals of the school. To assess children's performance in reading and arithmetic skills, the Comprehensive Tests of Basic Skills (CTBS) were administered to pupils in the four elementary classes. Two levels of the test were used. Level 1 (Form Q), appropriate for use in grades 2 through 4, was completed by pupils in the three classes representing primary grades (1-3). Level 2 (Form Q), appropriate for use in grades 4 through 6, was completed by pupils in the class representing an upper-elementary group (grades 4-6).

The following points associated with the CTBS testing should be noted:

- UISEC does not attach any "grade" designation to pupils. However, in order to permit comparison between the pupils' performance and that of the norms group, it was necessary to establish a grade placement for each pupil.

This was done by assigning each pupil to the grade that would be appropriate to the pupil's chronological age.

- Pupils designated as grade 1 enrollees were excluded from the testing. (In some instances, first grade pupils were tested at the teacher's request. These scores were not included in the evaluation analysis, however, since appropriate norms were not available).

- For the great majority of pupils, the CTBS testing represented their first encounter with standardized-testing procedures. The impact of this initial experience may have had a depressing effect on the performance of some pupils.

- Test results for each pupil were reported as raw score, grade-equivalent score, and stanine value. The analysis of results employed the stanine values. Stanines provide a ranking of performance on a nine-point scale ranging from stanine 1 (lowest/poor) to stanine 9 (highest/superior). The range encompassed by stanines 1 through 3 denotes below-average performance (the bottom 23% of a "normal" distribution). Stanines 4 through 6 cover the average performance range (middle 54%). Stanines 7 through 9 represent above-average performance (the top 23%).

  Each stanine category subsumes a range of scores and defines a performance band ranked in relation to a norms group. Stanines thus reduce the inaccuracy of treating a specific score as a fixed or absolute value without recognition of the error margin inherent in every score.

- Approximately five out of six (83%) of the pupils tested were from an urban area--i.e., resided in Cleveland or East Cleveland. Consequently, it was judged more appropriate to relate performance to the urban norms group (provided for CTBS) rather than to the total national norms group.

The analysis of CTBS data was designed to respond to several questions:

- How did the reading and arithmetic patterns of UISEC pupils compare to the patterns of the urban norms group?

- Were there any notable differences between performance patterns of the primary-grade pupils and patterns of the upper-elementary pupils?

- Were there any notable differences between performance patterns of pupils residing in urban areas and pupils from suburban areas?

Analysis of performance patterns was based on the per cents of pupils scoring "below-average" (stanines 1-2-3), "average" (stanines 4-5-6), and "above average" (stanines 7-8-9) according to CTBS urban norms. A "normal" distribution of scores categorizes 23 per cent "below average", 54 per cent "average", and 23 per cent "above average".

a. UISEC Performance vs. Urban Norms

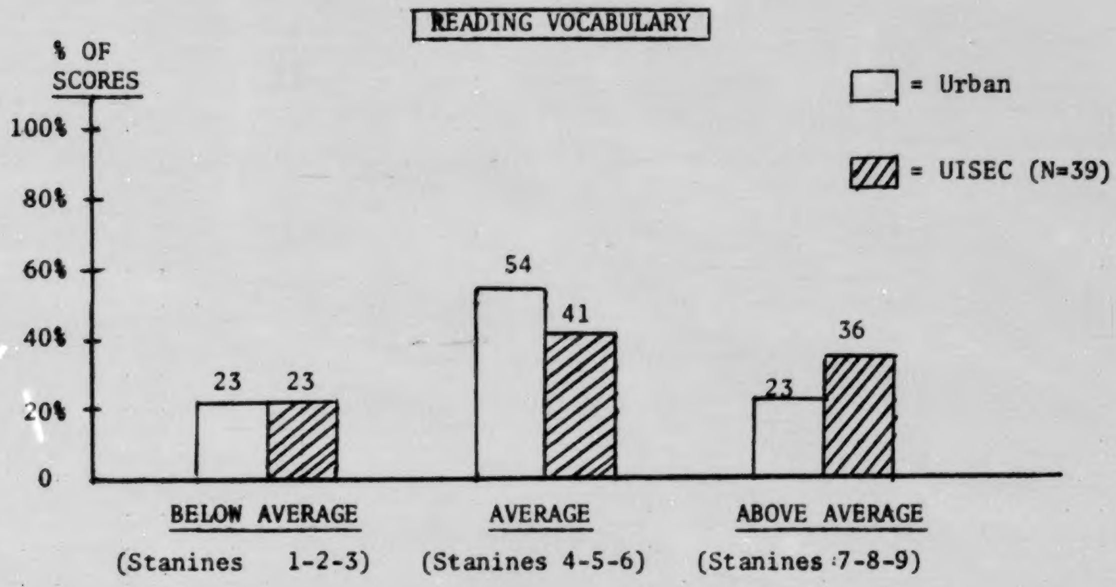
The assessment of reading performance focused on the areas of vocabulary and comprehension. The vocabulary scores of the total group of UISEC pupils (N = 39) revealed a positive skew: 36 per cent of the UISEC scores were in the "above average" category as compared to the norm expectancy of 23 per cent (Chart 2). The per cent of UISEC vocabulary scores in the "below average" band was identical with the norm level of 23 per cent.

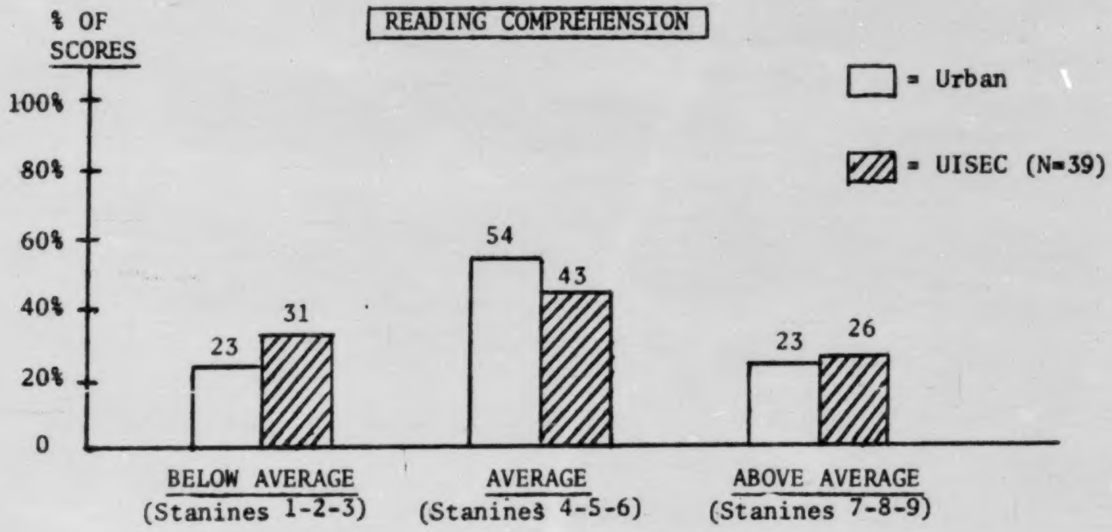
The reading comprehension scores of the UISEC pupils revealed a bimodal distribution: the per cent of pupils in both the "below average" category (31%) and in the "above average" category (26%) exceeded norm levels of 23 per cent. The per cent of "average" scores (43%) was less than norm level of 54 per cent.

CHART 2

Distribution of Stanine Scores (Urban Norms)

All Pupils Tested


READING VOCABULARY


READING COMPREHENSION

A similar bimodal pattern emerged from the analysis of the arithmetic computation scores of the total tested group (N = 41). Both the 29 per cent "above average" and the 27 per cent "below average" were greater than the norm pattern of 23 per cent (Chart 3).

Data for the arithmetic concepts and arithmetic applications subtests were also available for the pupils in the grades 4 through 6 group. These data reflected a shift toward below-average performance in concepts (norm level of 23 per cent below average vs. UISEC level of 33 per cent below average). The UISEC performance pattern in arithmetic applications was similar to that of the norm group.

Across the five grade groupings (2, 3, 4, 5 and 6), the stanine values of the mean grade-equivalent scores in both vocabulary and comprehension were within the broad "average performance" band of stanines 4, 5 and 6 (Table 6). In general, performance was somewhat stronger in vocabulary than in comprehension, a typical phenomenon.

The arithmetic data were similar to those obtained in reading. With one exception, all mean scores corresponded to the general "average" performance bands. The single exception was the stanine 3 or " "below average" status attached to the computation mean score of the grade 6 sample (N = 4 pupils).

CHART 3

Distribution of Stanine Scores (Urban Norms)

All Pupils Tested

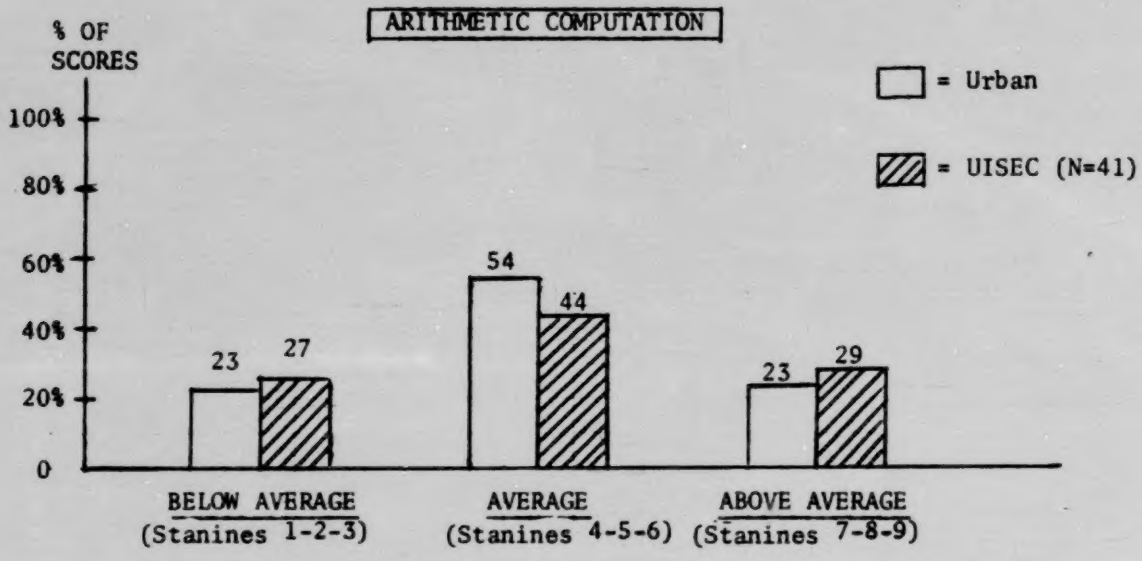


TABLE 6

Summary of Results

Comprehensive Tests of Basic Skills

READING

Pupil Group	No. Tested	Vocabulary			Comprehension		
		Gr. Eq.	Sta.*	Range	Gr. Eq.	Sta.*	Range
Primary **	12	2.9	5	1.0-4.9	2.5	5	1.0-4.7
Grade 2	12	2.9	5	1.0-4.9	2.5	5	1.0-4.7
Grade 3	14	3.2	5	1.5-4.5	3.0	4	1.0-6.9
Upper Elementary***							
Grade 4	7	5.5	6	3.5-9.1	5.3	6	4.1-11.1
Grade 5	2	5.3	5	3.9-7.9	4.7	4	2.7-8.9
Grade 6	4	5.1	4	3.9-7.1	5.3	4	3.7-8.9

ARITHMETIC

Pupil Group	No. Tested	Computation			Concepts			Applications		
		G.E.	S.*	Range	G.E.	S.*	Range	G.E.	S.*	Range
Primary**										
Grade 2	12	2.8	6	1.0-4.8	(Not Tested)			(Not Tested)		
Grade 3	14	3.5	5	2.1-5.9	(Not Tested)			(Not Tested)		
Upper Elementary***										
Grade 4	8	4.0	4	2.0-7.6	3.7	4	1.0-8.1	4.6	5	2.1-11.1
Grade 5	3	4.2	5	4.1-7.6	4.9	4	3.8-7.6	5.0	5	1.1-9.4
Grade 6	4	4.6	3	3.6-7.6	4.9	4	3.8-6.7	5.3	4	4.1-9.4

* Stanines based on Urban Norms
** Primary grades completed Level 1 of CTBS
*** Upper Elementary grades completed Level 2 of CTBS

b. Primary Grades vs. Upper Elementary Grades

Test outcomes (Chart 4) reveal that, in both reading vocabulary and reading comprehension, the performance of children (N = 13) in the upper elementary grades (grades 4 through 6) was stronger than that of children (N = 26) in the primary grades (grades 2 and 3).

The vocabulary and comprehension score patterns of the upper elementary pupils revealed a disproportionately low per cent of "below average" scores and a disproportionately high per cent of "above average" scores (as compared to the "normal" stanine patterns).

This stronger performance of the upper elementary group combined relatively high scores achieved by the grade 4 pupils (N = 7) with lower scores attained by the grade 5 and grade 6 pupils (Table 6). The grade 4 pupils had a mean-score stanine of 6, or "high average", in both vocabulary and comprehension. The grade 5/6 pupils generally reflected stanine 4 or "low average" mean scores.

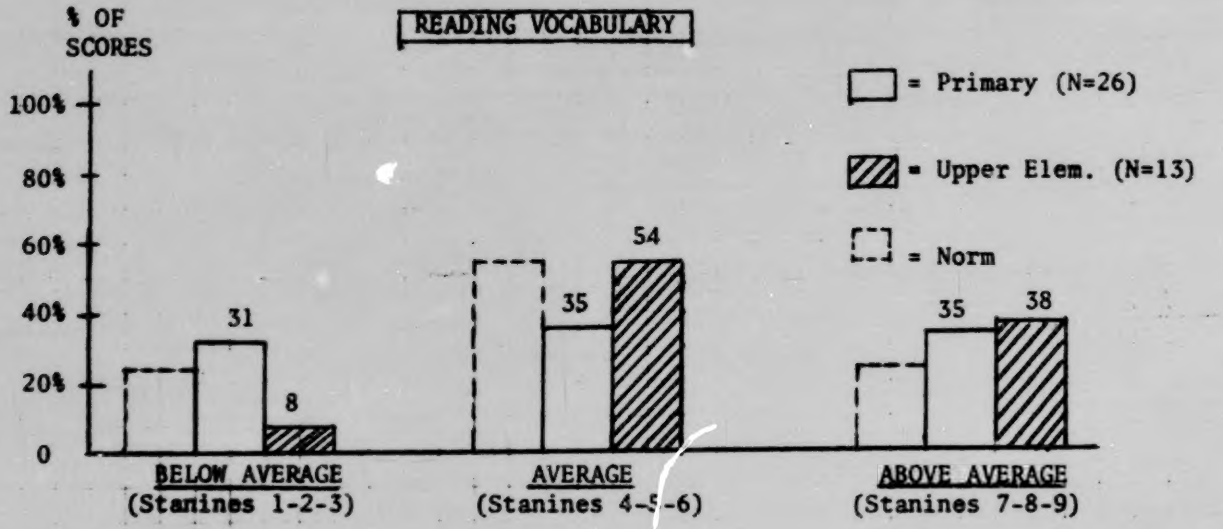
The vocabulary pattern of the primary grade children was markedly bimodal, with both the 31 per cent "below average" and 35 per cent "above average" exceeding the norm level of 23 per cent.

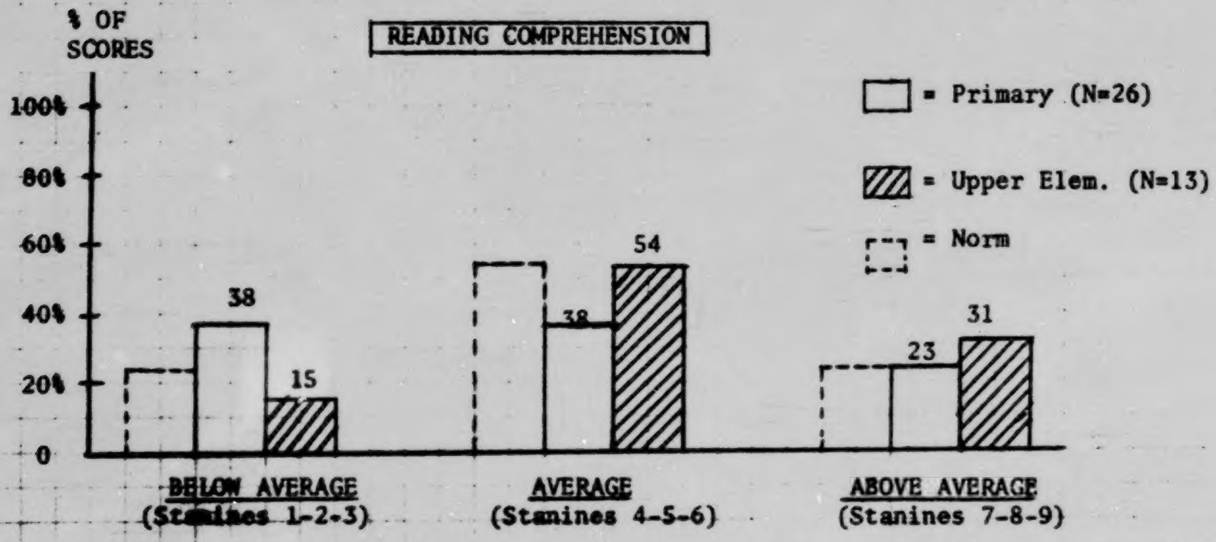
The reading comprehension scores of the primary grade children were skewed in the "below

CHART 4

Distribution of Stanine Scores (Urban Norms)

Primary Grades vs. Upper Elementary Grades





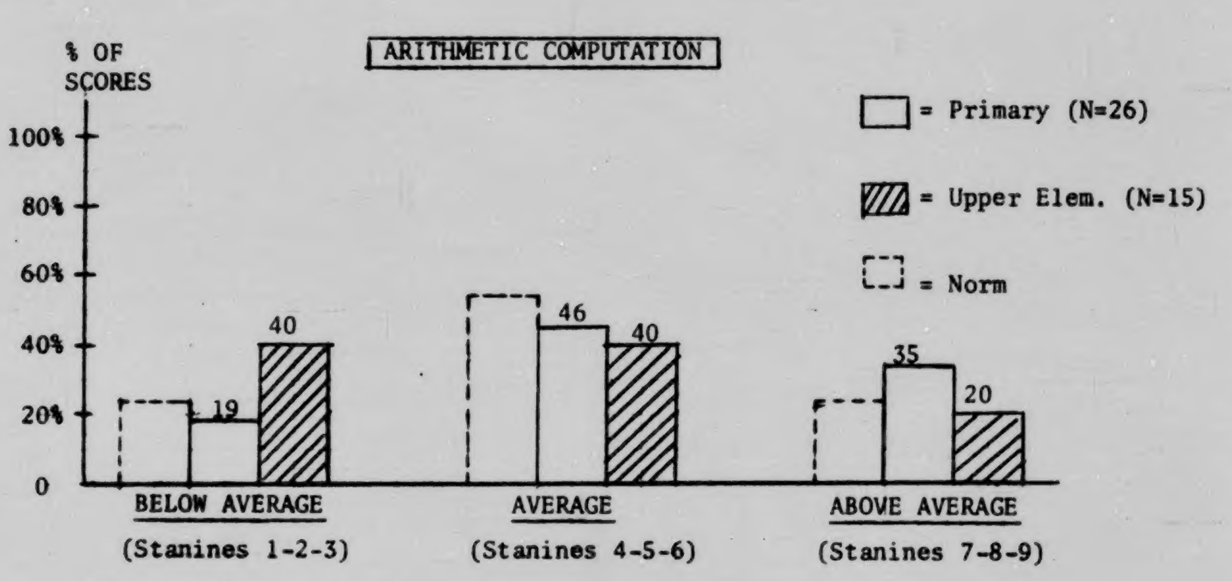
average" direction. The per cent "below average" was 38 per cent as compared to a "normal" 23 per cent. The per cent "above average" was identical to the norm level of 23 per cent.

Analysis of the arithmetic computation scores (Chart 5) revealed that the performance of the primary grade pupils (N = 26) was stronger than that of the upper elementary pupils (N = 15), a reversal of what appeared in the reading-test data. The per cent of primary pupils "below average" was less than the norm (19% vs. norm of 23%), and the per cent "above average" exceeded the norm (35% vs. norm of 23%). The reverse pattern appeared in the upper elementary data: the per cent "below average" exceeded the norm (40% vs. 23%) while the per cent "above average" was slightly less than the norm (20% vs. 23%).

CHART 5

Distribution of Stanine Scores (Urban Norms)

Primary Grades vs. Upper Elementary Grades



c. Urban vs. Suburban

Further examination centered on a comparison between the performance patterns of urban pupils (residents of Cleveland or East Cleveland) and patterns of pupils from suburban areas. Approximately four out of five of the pupils tested were categorized as urban--82 per cent in the reading-test group and 83 per cent in the arithmetic-test group. Urban pupils constituted 77 per cent of the primary pupils and 92 per cent of the upper elementary pupils. Interpretation of the following urban/suburban comparisons must include recognition of the relatively small number of suburban pupils (N = 7) involved.

The comparison was based on the distributions of stanine scores. The urban-norm stanines were used with the sample of urban pupils; the national-norm stanines were used with the sample of suburban pupils. (In effect, use of the different normative bases related performance of each pupil group to that of the specific norm group representing the "best fit".)

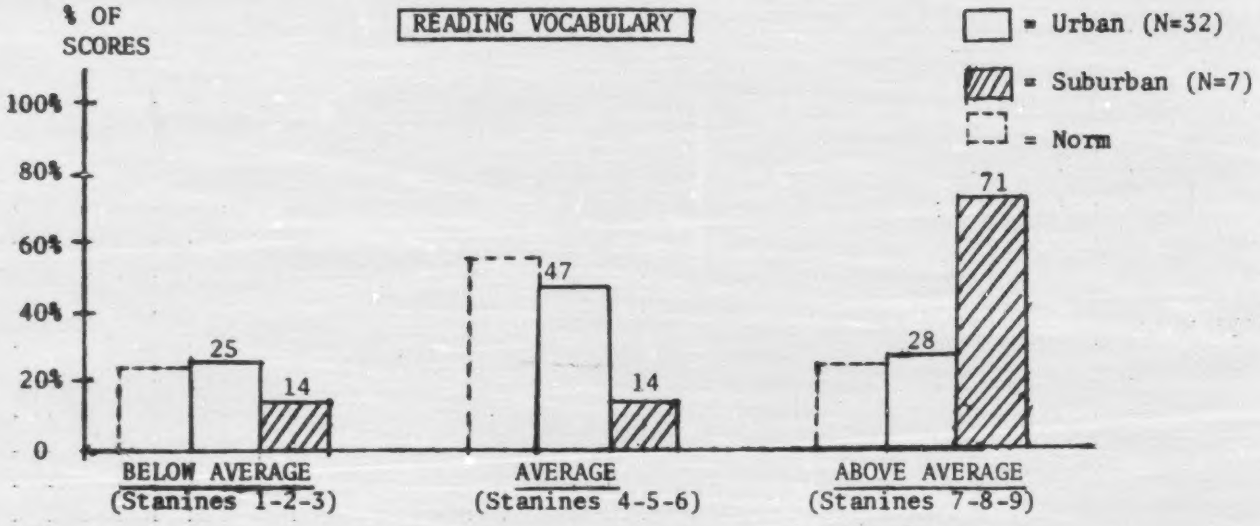
The data reveal that the performance of the suburban pupils far out-distanced the levels of the national norm group in vocabulary, comprehension, and computation (Chart 6, Chart 7). The per cent of scores in the "above average" range was much higher than the 23 per cent norm level: 71 per cent "above average" in vocabulary, 43 per cent in comprehension, and 72 per cent in computation.

CHART 6

Distribution of Stanine Scores

Urban Students: Urban norms applied

Suburban Students: National norms applied



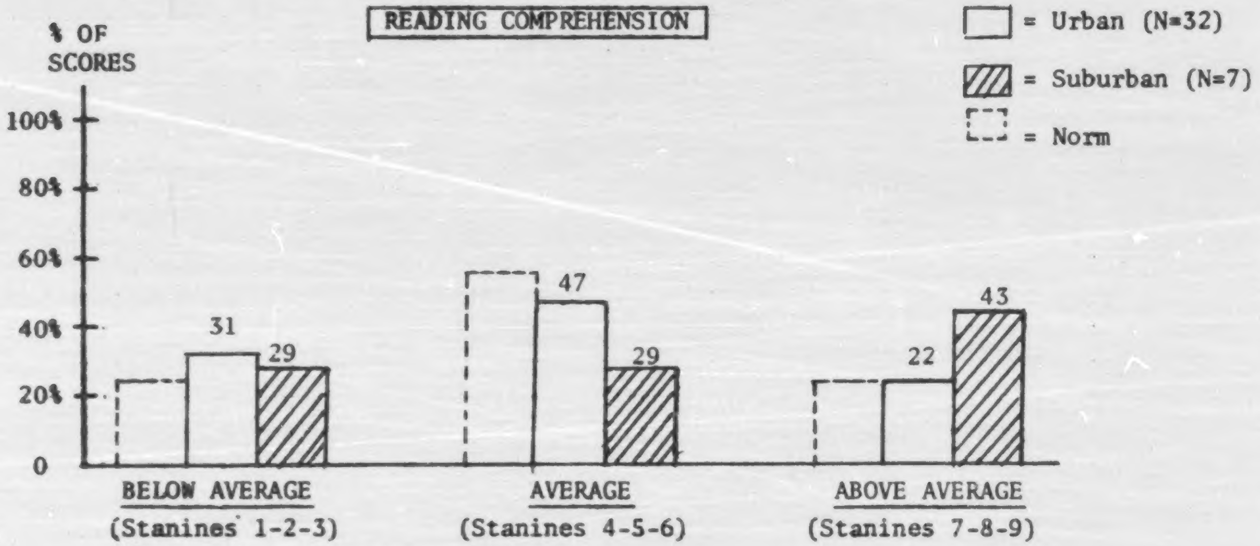


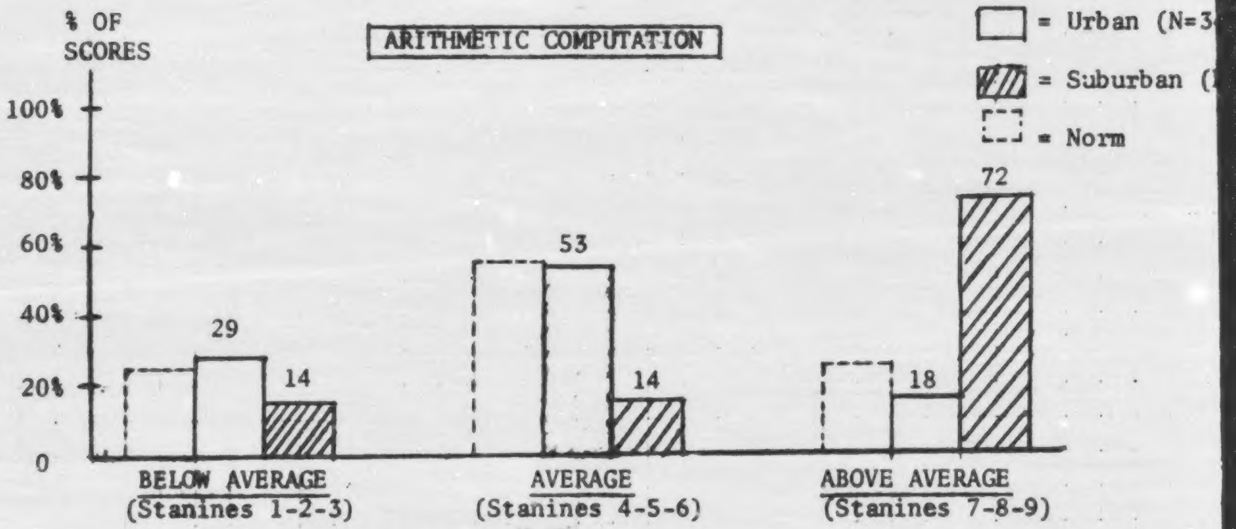
CHART 7

Distribution of Stanine Scores

Urban Students vs. Suburban Students

Urban Students: Urban norms applied

Suburban Students: National norms applied



The urban pupils' score patterns, with reference to the urban norms, reflected a tendency toward "below average" performance in reading comprehension and arithmetic computation. In both of these tests, the per cent of "below average" scores exceeded the norm, and the per cent "above average" was less than the norm.

Children (N = 11) whom teachers had identified as evidencing learning problems represented approximately three out of 10 of the pupils tested--28 per cent of the reading-test group and 29 per cent of the arithmetic-test group. Nine of these 11 pupils had been enrolled in UISEC since the pre-primary level. (The remaining two pupils were too old to have participated--i.e., were past pre-primary age at the time UISEG began.)

The incidence of learning problems among the pupils tested was higher in the primary grades (35%) than in the upper elementary grades (15%).

These pupils with learning problems concontributed heavily to the "below average" vocabulary scores, representing 55 per cent of the total "below average" vocabulary scores, 58 per cent of the total "below average" comprehension scores, and 36 per cent of the total "below average" computation scores.

The urban/suburban factor appeared closely related to the incidence of learning problems. Approximately three out of 10 (31%) of the urban pupils were designated as having learning problems vs. 14 per cent of the suburban pupils.

5. Pupils' Creativity

To secure measures of pupils' creativity, the Figural Test (Form A) of the Torrance Tests of Creative Thinking (Appendix B) was administered to a random sample of 17 pupils in the elementary classes. The test requires responses that are mainly drawing or pictorial in nature and involves three types of exercises: picture construction, picture completion, and parallel lines. The results yield scores for the four dimensions of originality, elaboration, fluency, and flexibility--the factors of divergent thinking.

The Torrance Tests provide various comparison group norms, rather than "children-in-general" type norms. The test user is to select the specific norm group judged to be most appropriate for a given group of pupils.

The comparison group norm used in analyzing UISEC data consisted of 225 children (grades 2 through 6) from a Minneapolis school enrolling "... a disproportionate number of children from both the lower socio-economic class and from the upper-middle class" (Torrance, 1966, p. 58). Because these norms did not include grade 1 pupils, scores of two first grade UISEC pupils were deleted from the analysis.

Interpretation of results must be tempered by recognition that both the norm group (N = 225) and the UISEC sample (N = 15) represent very small numbers of subjects.

Results, summarized in Table 7, include mean scores for each grade (norm group vs. UISEC sample) as well as the per cent of the UISEC pupils whose scores were higher than the norm-group average for the given grade. These data indicate that:

a. The performance of UISEC pupils was markedly higher than that of the norm group in "originality". Within each of the four grade groups, the mean score of the UISEC pupils exceeded the norm score of the given norm sample. Two out of three (67%) of the UISEC pupils had scores above the mean of their norm group.

b. The UISEC pupils' performance was somewhat stronger than that of the norm group in the dimension of "fluency". Three of the four UISEC grade groups had mean scores higher than the respective norm group means. Over one out of two (53%) of the UISEC pupils had scores above the mean of their norm group. The scores of the eight upper elementary pupils were particularly high (75% "above average") as compared to the generally "typical" level of the seven primary-grade pupils (43% above norm means).

c. UISEC performance on the dimension of "elaboration" was generally comparable to the norm. Two out of the four grade groups had mean scores above the means of their norms, with 40 per cent of the pupils having scores higher than the norm group means. The 50 per cent level of "above average" scores among the upper elementary pupils, reflecting "typical" performance, was stronger than the primary-grade level of 29 per cent, reflecting below-average performance.

d. UISEC performance was below that of the norm group for the dimension of "flexibility". Although two out of the four grade-group norms were above the norm means, only 33 per cent of the pupils had scores above the means for their respective norm groups. Performance of primary pupils was comparable to the norm; 43 per cent of the scores were above the norm mean. Among the upper-elementary pupils, only 25 per cent had scores above their norm means.

TABLE 7

Summary of Results

Torrance Tests of Creative Thinking: Figural Test (Form A)

N = 15 Elementary Pupils

Grade Level of Pupil Group	No. of Pupils	Mean Scores on Creativity Dimensions							
		Fluency		Flexibility		Originality		Elaboration	
		Norm	UISEC	Norm	UISEC	Norm	UISEC	Norm	UISEC
Grade 2	4	18.8	20.8	18.5	16.5	22.7	32.3	64.3	46.0
Grade 3	3	23.2	22.3	16.4	17.3	26.8	28.3	86.5	41.3
TOTAL PRIMARY	7								
No. Above Norm Mean		3		3		4		2	
% Above Norm Mean		43%		43%		57%		29%	
Grade 4	6	23.1	26.5	19.4	13.7	33.0	39.9	57.2	72.8
Grade 5	2	20.8	23.5	17.9	24.0	26.5	54.5	78.8	102.5
TOTAL UPPER ELEMENTARY	8								
No. Above Norm Mean		5		2		6		4	
% Above Norm Mean		63%		25%		75%		50%	
TOTAL TESTED	15								
No. Above Norm Mean		8		5		10		6	
% Above Norm Mean		53%		33%		67%		40%	

e. Performance of the UISEC upper-elementary pupils (N = 7) was stronger than that of the primary-grade pupils (N = 8) in three of the four creativity dimensions--"fluency", "originality", and "elaboration". On the remaining dimension--"flexibility"--the primary-grade pupils were the stronger group.

Creativity Dimension	% of Pupils Above Norm Mean	
	Primary	Upper Elementary
Fluency	43%	75%
Flexibility	43%	25%
Originality	57%	75%
Elaboration	29%	50%

6. Parents' Opinions About Learning Outcomes

Parents' questionnaire responses (Appendix C) reflected strong satisfaction with learning outcomes in the UISEC program. Parents' reasons for enrolling their children in UISEC provide insight into goals as perceived by parents. The most frequently cited reason/goal was learning "... to make her/his own decisions independently." This goal was considered important by almost nine out of 10 (89%) of the parent respondents, with 59 per cent rating it a "very important reason" and an additional 30 per cent reporting it "moderately important".

Next in order of importance, as cited by parents, was enabling the child to "... enjoy school more than if he/she were in a regular school setting." This goal was viewed as important by almost seven out of 10 (69%) of the parent respondents. Approximately half (49%) of the parents considered the child's enjoyment of school a "very important reason", and an additional 20 per cent rated it "moderately important".

The goal of "accelerated academic progress" was ascribed importance by the parents (27% rated it "very important" and 35% rated it "moderately important") but was of less apparent concern than was independence or enjoyment of school.

Parents' questionnaire responses revealed a high level of satisfaction with children's academic progress. Over seven out of 10 (72%) of the parents reported it was "definitely true" that their children were making satisfactory academic progress. (An additional 25 per cent perceived satisfactory academic progress as "somewhat true").

The goal of making school an enjoyable experience was, as perceived by parents, being attained. Over eight out of 10 (83%) of the parents reported it was definitely true" that their children "... like (their) teachers". A similar proportion (80%) felt it was "definitely true" that their children were "... responding well to school".

Approximately four out of 10 (41%) of the parents reported it was "definitely true" that their children had become "more self-confident and out-going with adults". Approximately three out of 10 (34%) reported it was "definitely true" that their children had become "more able to make (their) own decisions". The goals of highest importance to parents--developing independence--seemed somewhat less fully attained than were the goals of academic progress and enjoyment of school.

Another indication of parents' perceptions of learning outcomes is contained in parents' estimates of what their children have been learning in school. The combined proportions of parents reporting "very much" and "much" learning reflect learning outcomes consistent with the goals of promoting independence and academic skills.

Over eight out of 10 parents cited "very much" or "much learning" in the areas of:

- basic skills--reading, writing, etc. (86%)
- independence training (84%)

Approximately seven out of 10 parents reported "very much" or "much" learning in the areas of:

- social skills (70%)
- arts and crafts (60%)

7. Holding Power

Parents' questionnaire responses revealed that 81 per cent of the parents of elementary-grade pupils and 67 per cent of the parents of pre-primary pupils intended to continue their children's UISEC enrollment in 1974-75. An additional 10 per cent of the parent respondents indicated that they would be terminating enrollment because of external determinants such as moving away from the area or because their child was entering seventh grade. Of the 13 pre-primary children eligible for progress into first grade, only one child (8%) definitely plans to leave UISEC.

Approximately two out of three (63%) of the elementary-school pupils have been attending UISEC classes since pre-primary. (Pupils who were too old to have attended pre-primary were excluded from this calculation.) The 63 per cent figure is a conservative estimate of the proportion of children who could have attended and did attend, since some pupils may have lived out of town during their earlier "pre-primary-eligible" years.

These indices of the school's holding power further attest to the parents' and pupils' apparent satisfaction with UISEC learning outcomes.

8. Observed Pupil Characteristics

The ratings compiled by the teams of classroom observers include items tapping dimensions of pupils' independent learning activity, cooperation with peers, sharing of routine duties, participation in planning learning activities, interest in class work, and responsibility for own actions (Appendix F, items f, h, i, l, q, t). The ratings, based on a five-point scale of "1 = minimum" to "5 = maximum", generated the following mean values.

Pupil Characteristics	Mean Ratings Pre-Primary	Mean Ratings Elementary
Work independently in intra-class groups	3.4	4.1
Help each other with their work	2.3	3.9
Share routine duties in planned fashion	2.6	4.8
Help in planning learning activities	--	4.3
Reflect an interest in class work	4.1	3.9
Are responsible for own actions	3.2	4.3

These data demonstrate congruency between children's classroom actions and the UISEC goals of promoting pupil independence, cooperativeness, enjoyment of school, and responsible behavior. The mean ratings based on the elementary classes are all well above the "average" of 3.0 (on the given scale of "1 = minimum" to "5 = maximum"). As would be expected, the pre-primary ratings are lower, consonant with the children's younger age and more limited readiness for undertaking independent action, planning, etc.

9. Summary of Learning Outcomes

The following summary is a distillation of the UISEC learning outcomes emerging through the filter of the various data sources--teachers' ratings of pupils, parents' questionnaire responses, pupils' interview and survey responses, classroom observation ratings, standardized test scores and UISEC records.

a. Pupils--especially in the elementary grades--exercise self-sufficiency and responsibility in their learning activities coupled with cooperativeness in working with peers and adults;

b. Pupils enjoy their learning activities and like their teachers and peers;

c. Pupils have positive feelings about themselves;

d. Pupils' levels in reading and arithmetic represent a very wide spread of performance within each classroom. The mean scores of the various subtests reflect performance within the broad "average" range (using urban norms). However, such mean scores mask the fact that score distributions for some subtests and pupil groups are bimodal--i.e., disproportionately larger numbers of "above average" scores counterbalancing disproportionately large numbers of "below average" scores.

e. Pupils from suburban areas reflect reading and arithmetic performance levels markedly higher than those of the national norms group. Pupils from urban areas demonstrate performance somewhat below the average of the urban norms group.

F. Interactions

The UISEC operations appear to be characterized by continuing and comfortable interactions among the various participant groups--pupils, staff, parents, trustees.

In their interview responses (Appendix E), 11 out of 14 pupils (78%) reported that they worked individually with the teacher "frequently/ two or three times a day/ everyday". Ratings by the teams of classroom observers substantiated the frequency of teachers' interactions with individual pupils. The frequency of teachers' work with individual pupils received a mean rating of 3.8 on a five-point scale ranging from "1 = minimum" and "5 = maximum" (Table 2, Item u).

The mean rating of 4.3 for elementary classes vs. 3.8 for pre-primary classes indicated that interactions between the teacher and individual pupils was above the "average" of 3.0 in both pupil groupings. The same data further indicate that such interactions appeared more frequently in the elementary classes than in the pre-primary classes. Feedback from the observers characterizes teacher-pupil interactions as spontaneous, friendly, and informal.

Pupils' interview responses as well as the ratings of classroom observers reflect ongoing interactions among the pupils. Almost half (47%) of the pupils interviewed reported that they work with one other student "every day" or "often," with an additional 27 per cent of the interviewees reporting that such interactions occur "sometimes" (Appendix E).

Frequency of working with the entire class was reported as "frequently ... about four times a week" by 30 per cent of the pupils interviewed, with an additional 40 per cent describing such frequency as "sometimes".

The classroom observation ratings further document high levels of pupil interaction, particularly through group activity. On the rating scale of "1 = minimum" to "5 = maximum", the following mean ratings were generated:

	Mean Ratings	
Dimension	Pre-Primary	Elementary
Pupils work independently in intra-class groupings	3.4	4.1
Pupils help each other with their work	2.3	3.9
Intra-class groups vary in size and number to reflect pupil needs	4.0	5.0

The ratings profile greater incidence of pupil interaction in the elementary classes consistent with the pupils' age and lesser dependence on teacher support.

Parents' questionnaire responses (Appendix C) reflect a high level of interaction between parents and UISEC staff. Approximately two out of three (67%) of the parent respondents reported that they had attended a meeting at the school, almost nine out of 10 (88%) had participated in a conference with a UISEC staff member, three out of 10 (30%) had provided instructional assistance such as tutoring, 73 per cent had accompanied children on field trips, 79 per cent had participated in fund-raising activities, and 22 per cent reported involvement such as repairing the school facilities, serving as playground assistant, etc. Children's interview comments substantiate the level of interaction reported by parents; over eight out of 10 (82%) of the pupils interviewed stated that their parents came to the school "frequently".

Interaction linking the Board of Trustees to the teaching and parent groups is effected, in part, by representation of both parents and UISEC staff members on the Board. Of the total Board membership of 15 persons, three have the dual role of both UISEC teacher and parent, and an additional five being parents of UISEC pupils and seven being community representatives.

IV. GOVERNANCE

A. Organization

At present, the administrative and teaching organization of UISEC, under the direction of Rev. J. David Brostrom, consists of a Board of Trustees, a pre-primary (part-time) administrator, an elementary (part-time) administrator, four pre-primary teachers, four pre-primary assistant teachers, four elementary teachers, four elementary assistant teachers, and one secretary to serve the needs of the 149 children enrolled in the four pre-primary and four elementary classes. One of the four teachers in the pre-primary program serves as the part-time administrator for that program.

The pre-primary classes for children ages three to five are conducted in two separate locations--two classes are held at Calvary Lutheran Church and two classes are held at the East Cleveland Community Center. The four elementary classes for children ages six through twelve are held at Hope Lutheran Church.

A critical change in administration for the 1974-75 school year will take place because the Rev. J. David Brostrom, founder of UISEC and president of the Board of Trustees, will be leaving the Cleveland area. A full-time administrator has been hired to assume the administrative duties of UISEC.

B. Financing

The income for operation of UISEC based on projected figures for 1974-75 is estimated at $110,000 and will come from several different sources. The major portion (43%) will be derived from the sliding-scale tuition for children attending the school. Approximately 23 per cent of the income will come from fund-raising and a matching gift program. An additional 21 per cent will be provided by Title VII, federal funds coming to UISEC through the East Cleveland Board of Education. Foundation grants from the George Gund Foundation, Fox Foundation, Martha Holden Jennings Foundation, and one anonymous grant account for the remaining 13 per cent of the projected income.

The expenditures for 1973-74 amounted to approximately $101,000. The majority of this amount (74%) was spent on salaries for teachers and assistants. The salary for administrators and office personnel amounted to 8 per cent of the total budget. Supplies and equipment amounted to 10% of the budget. The remaining 8 per cent of the budget was spent on rental, repairs, phone, special projects, and insurance. The 1973-74 expenditures generated per-pupil costs of $500 for pre-primary children and $850 for children in the elementary school.

C. Administration

The administration of UISEC consists of three persons with Rev. Brostrom functioning as head administrator while the pre-primary administrator teaches part time and the elementary administrator devotes 10 hours a week to the administration of the elementary classes. Because specific job descriptions for each of these positions did not exist until May 22, 1974, a degree of confusion surrounded specific responsibilities in the past. It is anticipated that the official adoption of these descriptions will clarify the responsibilities and provide direction for more effective administration.

With regard to the administrator-teacher relationship, it is a stated belief of UISEC (Appendix G) that "teachers should be free to structure their classrooms and their instruction in their own way as long as they follow certain general principles". Teacher interview material descriptive of attitudes toward administration suggests that such autonomy and freedom do exist and that it is appreciated by the teachers.

Several faculty members at the pre-primary level and four faculty members at the elementary level mentioned the need for improved communication in response to the question "What would you change if you could?" Concern regarding communication between and among segments of the UISEC community was also expressed in five per cent of the parent questionnaires. The aspect of communication specifically related to the issue of feedback concerning students' academic progress was addressed by Question 3e (Appendix C) of the parent questionnaire. Twenty-eight parents (43%) strongly or somewhat agreed that additional feedback regarding students' academic progress was needed while 31 parents (46%) somewhat or strongly disagreed and six (9%) felt the question inapplicable. Responses to Question 7a of the parent questionnaire indicate that 37 per cent of the parents met with teachers more often than the two formally established number of parent-teacher conferences and that additional opportunities for feedback are available if the parents so desire.

The Board of Directors of UISEC currently consists of 15 members. A review of the individuals involved indicates that ten serve UISEC in other capacities, i.e. as teaching assistants, as teachers, as administrators, and as parents of UISEC students. It should be noted that such involvement of teachers, parents, and administrators is in keeping with the goals set forth in the newly proposed guidelines descriptive of UISEC (Appendix G - C1) which states that "... parents, teachers, and the larger community should have representation in the Board which runs the school because they are most affected by it".

Since some concern over teacher turnover and the need for stability in UISEC leadership was mentioned in a few parent questionnaires, it seems appropriate to note that the current Board membership includes six of the original nine Board members elected in August of 1969. In addition, two of the three Board members added during the 1970-71 academic year are still active participants. The length of service of these members suggests a stability in the leadership of UISEC as well as a perpetuation of the school's founding principles.

A review of the statement of goals indicates that the Board has acted upon each of the identified goals set forth in November 1973 (Appendix I). As of the May 22, 1974 Board meeting, the decision had been made to maintain UISEC at its current size and to delay consideration of accreditation thus meeting goals one and five respectively. Formal statements concerning policy and procedure relating to personnel, student admission and retention, communication channels, job descriptions, as well as a statement of basic beliefs have been drafted, proposed, and adopted by the Board, thus satisfying goals 9, 8, 6, 11, and 3. Evidence of several fund raising projects indicates that the Board is not only working "to identify sources of money" as stated in goal two, but is also actively involved in the actual fund raising activities. The nature of several of the stated goals require ongoing attention and speak to a continuous process as exemplified by concern with the protection of founding principles, the re-evaluation of the current physical location (facilities), and continued examination of educational objectives. Observation of Board meetings provided evidence that the Board was acting in directions consonant with these goals such that other facilities were being investigated as potential sites for UISEC. The options available in any decision-making situation were continuously evaluated in the context of the founding principles, and educational objectives were reevaluated and redefined in the newly adopted Credo (Appendix M).

Review of the process involved in selecting a new administrator suggests that the Board is willing to delegate responsibility and to involve other segments of the UISEC constituency in decisions of major importance. Interviews and contacts with candidates and their references were conducted by a committee composed of parents, teachers, administrators and Board members until one candidate was selected and presented to the Board for its approval. Likewise, teachers are directly involved in the process of interviewing new candidates for teaching positions. Many opportunities for active involvement in the operation of UISEC appear to exist for parents, teachers, and administrators.

D. Participants

Parent questionnaire data (Appendix C, Q 7) yield evidence of a wide range of involvement in a variety of school contexts. This is corroborated by the finding that all 17 students interviewed reported their parents were involved in some capacity with UISEC.

Analysis of parent questionnaire data, student reports, and information gathered by the evaluation team in a wide variety of contacts at the school as well as attendance at Board meetings confirms considerable involvement in activities related to interests of children as well as issues around the welfare of the school itself.

While active participation characterizes the sample of parents returning the questionnaire, some do express a wish for exercising more influence over school matters (Appendix C, Q 3g). Twenty-two parents (36%) agreed strongly or somewhat agreed that there should be more parent influence on the school while 29 (48%) somewhat disagreed or strongly disagreed and 10 (16%) found the question inapplicable. Concern was expressed at the Board meeting of May 22, 1974 that special attention needs to be focused upon maintaining the feeling of community among and between all of the constituencies of UISEC.

Sixty-five parents (86%) reported having conferences with teachers and staff during the academic year (Appendix C, Q 7a). Frequency of such contact ranged from one conference to as many as 11 conferences per family. The mean number of conferences was 2.98. Fifty-three parents (70%) attended school meetings, again with a wide range, in this case from one to 30 such involvements. In addition 23 parents or 30 per cent have engaged in tutoring activities or providing instructional assistance to UISEC. A significant number, 56 of the 76 parents (74%), have accompanied classes on field trips while 82 per cent have participated in fund raising activities for the school. Others report miscellaneous responsibilities including car pool driving, painting and repair jobs, serving as room mothers, serving on the Board of Directors and assisting on the playground.

Teachers confirm that two formal parent conferences are scheduled per year although parents are welcome at any time and particularly when problems arise. Parent interview data verify the comfort felt in seeking special conference time.

E. Regulations

The earlier descriptive study of UISEC by Morford indicates that the codification of rules, regulations, and procedures was not a central focus of the Board and its personnel during the early years of the school's development. This academic year, in contrast, has witnessed active concern with regularizing several aspects of the operation. These include the formulation of procedures governing admission, personnel policies, an established communication network, and job descriptions. Documents codifying regulations were presented for ratification at the May 22, 1974 Board meeting. While the content of these documents is flexible in character, such regulations appear to be responsive to earlier observations by teachers and parents regarding the uncertainty of expectations, e.g. teachers' anxiety over liability coverage, evaluation procedures, dates of contract issuance, workman's compensation, medical coverage, sick leave policy, policy for substitutes, notification of job opening within the school, etc.

With respect to regulations more directly affecting children, the new admissions procedures were designed to establish criteria for entry and dismissal of pupils. Issues such as the balance between East Cleveland, Cleveland, and non-urban enrollees, rolling admissions procedures, establishing the compatibility between child's needs and the school's capabilities are addressed. The new regulations are in part designed to insure maintenance of a racial and socioeconomic mix, mentioned by many parents as an important stength in UISEC.

Data regarding the perceptions of students (Appendix E) with respect to rules and regulations were gathered in the student interviews through the following items:

1. "What are some of the basic rules that you must follow in school?"
2. "Do you feel that they are fair rules?"
3. "Who makes these rules?"
4. "What could you do to change them if you wanted to?"

Eleven of the 17 children cited knowledge of basic rules concerning abstention from fighting; 15 out of 17 cited rules against "running" and others mentioned included "no swearing," "name-calling," "cheating," and "playing in restricted areas." Thirteen felt that these were fair rules while one equivocated. (Data were not available for three respondents.)

In response to the inquiry regarding with whom the rules originate, 11 replied "the teacher," three replied "the class," and three replied "the teacher and the class."

When asked what they could do to change the rules if desired, six children indicated the teacher could be asked, five said rules could be changed by voting, two suggested signing petitions, two suggested discussion with faculty at a faculty meeting (one child termed this process "negotiation"); one child thought there was no way rules could be changed.

Attitudes toward the modifiability of rules suggest that the children feel free to question and participate in their own governance. The existing rules, in fact, appear to be limited to safety precautions.

It may be noted that Question 3c (Appendix C) of the parent interview which addressed feelings about noise, disruption and confusion produced a somewhat bimodal response pattern with seven parents (11%) strongly agreeing; 17 (26%) somewhat agreeing, six (9%) somewhat disagreeing; 23 (35%) strongly disagreeing; and 13 (20%) not perceiving that the question was applicable. Undoubtedly this reflects a wide range of parental expectations regarding what is viewed as proper decorum in classrooms.

The teachers (Appendix D) do not identify issues of conduct and misbehavior as of central concern. Only two teachers in response to the question "Waht would you change if you could?" suggested that discipline and greater respect for others need attention; thus the existing rules and their enforcement are perceived by teachers as adequate means of control.

F. Climate

Under the assumption that climate is set as a reflection of the belief system to which Board and personnel are committed, the Credo presented at the Board meeting of May 22, 1974 explicates these guiding principles (Appendix M).

Universal acceptance of these beliefs is evidenced in individual teacher interview material where in response to the question, "What do you consider the strongest points of UISEC?", descriptors like "freedom," "individualization," "independence," "creativity," "flexibility," "sense of community," "openness," and "valuing the individual" are mentioned.

The children's interview responses (Appendix E) show overwhelming positive regard for UISEC with 16 out of 17 respondents replying affirmatively to the question, "Do you like UISEC?" Parenthetically, the one student who gave a negative reply said, "No 'cause you got to do work."

The Face Test was designed to tap the children's attitudes toward school in general, toward teachers, and toward specific activities. Table 5 reveals that all ratings were beyond the midpoint on a five-point scale except feelings with respect to arithmetic. It may be noted that social attitudes, attitude toward teachers, and reading receive exceptionally high ratings: 4.74, 4.47, and 4.43 respectively. Indeed attitudes toward learning new things, toward self and others indicate that 90 per cent of the children gave ratings at or above the midpoint. Clearly the climate measure involving ratings provided by almost the entire elementary group shows strong evidence of most positive feelings toward the school, its personnel, and activities.

V. PROMISING PRACTICES AND LIMITATIONS

In view of the foregoing data analyses, the following observations summarize the dimensions of the UISEC Program believed to represent promising practices and limitations.

A. Promising Practices

- The autonomy of the staff members and program flexibility ensure opportunities for exploration of new learning approaches.
- The instructional program reflects concern with maintaining pupils' academic skills within the relatively unstructured framework of an alternative school.
- Children have an active role in instructional planning and their own governance.
- Pupil exhibit qualities of self-actualization, self-sufficiency, and independence.
- The teaching staff exhibits marked dedication and loyalty to the school--its philosophy and children.
- A positive school climate and strong sense of community are reflected by the behaviors and comments of staff, parents, pupils, and trustees.
- Involvement of parents and volunteers gives evidence of high commitment to the goals and objectives of UISEC.
- The holding power of the school attests to parents' and pupils' satisfaction with UISEC instructional procedures and outcomes.
- The representativeness and stability of the membership of Board of Trustees reflects commitment to the school's founding principles.
- The UISEC enrollment demonstrates pluralism in the balance among urban/suburban, socioeconomic, and ethnic representation.

- The sliding fee scale permits each parent to pay according to ability.
- UISEC provides a pre-primary program serving a need of the community.
- Outside resources are utilized to meet specialized needs of individual pupils.
- The recent (May, 1974) codifying of procedural elements affirms commitment of staff and trustees to maintain and strengthen the UISEC program.

B. Limitations

- Financial uncertainty creates stress among staff and parents and precludes adequate compensation for staff.
- Scattered-site and shared facilities generate problems in organization and communication within the program.
- Instructional materials are limited.
- Instructional support tailored to meet needs of exceptional children (learning disabilities) appears inadequate.
- Lack of defined curriculum - scope, sequence, generalized objectives - constitutes a weakness.
- Very few records are maintained on a systematic basis.
- Administrative procedures, staff roles, and internal information channels need greater definition (prior to May 22, 1974 adoption of procedural codification).
- Weaknesses exist in provisions for ensuring pupil safety.
- Little systematic emphasis is attached to the areas of science, social studies, and acquainting students with occupational and career areas.
- Lack of accreditation and adherence to State of Ohio minimum standards constitutes a limitation.

C. Feasibility Issues

In general, the UISEC appear to be responding to a real community need and effecting positive outcomes in the cognitive and affective areas of student development. Consideration of incorporating the UISEC program into the public schools would require resolution of the following issues within the context of the particular school system's operation:

Educational Dimensions

	Implementation Issue
Philosophy and Rationale	. Need for recruitment on a volunteer basis of staff, parents, and students committed to a philosophy of open education, individualization of instruction, humanistic values, cultural pluralism, and operational autonomy. . Need for intensive inservice for teachers and meetings for parents to translate commitment into active involvement for goal attainment.
Facilities and Time-Space Use	. Availability of large, unobstructed areas required for open education.
Curriculum and Instruction	. Need for preparation of students and staff to function successfully in individualized, autonomously operated, self-governing setting involving changed patterns of participation and interaction. . Examination of options for experimentation evaluated against curricular requirements under State of Ohio minimum standards and local school district policies.
Materials	. Need for specialized materials appropriate to individualization of instruction including, for example, Montessori equipment.

Support Systems	• Availability of adjunct services for special educational needs of exceptional children including school psychologists, speech therapists, etc. customarily on staff of large public school systems.
Learning Outcomes	• Provision for continuous and systematic evaluation of cognitive and affective areas using data from students, teachers, parents, and advisory group to assess individual and group goals.
Organization, Administration, and Regulations	• Need for new role definition of teachers and administrators involving relatively autonomous functioning.
	• Determination of structural arrangements either as self-contained administrative unit or as part of an already existing unit.
Financing	• Availability of funds for tuition for open enrollees, additional staff, decreased class size, open space arrangements, specialized materials.
Participation	• Need for parents willing to make strong commitment to maintenance of racial, ethnic, socioeconomic, urban-suburban mix, to work toward sense of total school community and to contribute time and effort necessary to success.

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APPENDIX A (UISEC)

UNITED INDEPENDENT SCHOOLS OF EAST CLEVELAND
13191 EUCLID AVENUE • EAST CLEVELAND, OHIO 44112

June 15, 1974

To: Cleveland, AHS, Martha Holden Jennings and George Gund Foundations

From: Mary Ann Cronin, President, Board of Trustees

United Independent Schools of East Cleveland was established in 1968 by Sharon and David Brostrom and interested friends because there was no pre-school education in East Cleveland at that time. We have since grown to a community of over a hundred families serving 160 children from ages three to twelve. We are families primarily from East Cleveland with some families from the city and the eastern suburbs. Ours is a community school with a majority of parents on the Board of Trustees, many parents as teachers , with much parent participation both in fund raising and in the classroom. We have a good relationship with the East Cleveland school system. Dr. Lawrence Perney, the assistant superintendent of schools, is on our board and we have received Title VII funds from East Cleveland for the last two years. We have remained solvent for the last six years meeting all our payrolls. Our per pupil cost is low because we have been able to attract teachers willing to work for minimal salaries—$850/pupil in the elementary and $500/pupil in the pre-school.

We feel, in addition to the above, that our major strengths are that in an open classroom setting using almost totally individualized instruction we have accomplished the following:

1) For some time we have been doing a good job of teaching reading and the recent testing gives us statistical evidence for this. From our seventy

elementary children, forty of the older children were tested for reading comprehension. Twenty-two or 55% of the forty children tested are reading within a year of their grade level—somebelow and some above grade level with the majority of the twenty-two reading on grade level. Ten children, or 25% of those tested are reading more than a year above grade level. Eight children, or 20% of those tested, are reading more than a year below grade level.

A look at this latter group reveals much about the kind of school UISEC is. Two of these children came to us from the public schools as non-readers at a third grade age. They left the school four years later reading on a fourth grade level. Two of the children have been classified as retarded. We had them tested at the parent's request. They began to read last year at the age of eight. One of the children has a mild form of dyslexia and, as he approaches the age of nine, is now reading in a second grade reader. This latter child is quite bright and tested a few years ahead of his grade level in math. Although he is not able to read a math book at his level of proficiency the teachers have worked with him individually so that he has been able to progress well in math. The sixth child has had eye trouble which is now being treated and he is beginning to progress. As far as we can determine, the latter two children's scores don't reflect their ability. They both are better readers than the scores indicate.

A final note on the reading scores—we have only a total of seven fifth and sixth graders, none of whom came from our pre-school. As it is in the fifth and sixth grade that public school reading scores begin to nose-dive, this is important to note. We feel that in two or three years when we have a full class of fifth and sixth graders, most of whom have come from our pre-school, our reading scores will remain as they are now without the sharp drop that generally occurs in public school scores. Right now this cannot be tested.

2) We are also teaching children with learning and emotional problems without separating them from a normal class. We have never asked a child to leave, or refused a child admittance if we had room.

3) We have a school with which the students and parents are very happy and, again, this report gives evidence for this.

4) Because we also have a staff of experienced teachers with a relatively small turnover in staff and student body, we have been able to consolidate much of what we have learned about open classroom methods. The school's credo, which is enclosed, was primarily hammered out by the teachers--half of whom are parents--and then worked on by the board--half of whom are parents.

Because we have accomplished these tasks with a population which is similar to that of most city schools, we feel we are in a position to help public schools interested in this approach. We have been talking to representatives of the foundations and to Dr. Perney in East Cleveland about the possibility of using UISEC to train teachers in our approach. As our approach is not just technique but involves giving the child attentive care in both academic and emotional areas, learning it is best achieved through long exposure. What we are suggesting is a three year program in which two Cleveland or East Cleveland teachers—six over a period of a year—do a twelve week practicum at our school and then return to the public school to set up their own informal classroom. Approximately eighteen teachers could be trained over a three year period. We would hope to involve Penny Buchanan's Center for Informal Education in this project.

I'll conclude with a quote from a letter David Armington wrote to David Brostrom as we began the elementary school in 1970, "...the humanizing of a school is not something to be accomplished in a year or two, and not something to be accomplished by importing somebody's packaged program or curriculum. The kind of growth that counts comes through evolution, not revolution, by the gradual changing of people's attitudes toward themselves, toward children, and toward the process we call education....The challenge we face requires long-range vision and long-range commitment."

APPENDIX B (UISEC)

Description of Published Instruments

Comprehensive Tests of Basic Skills (CTBS)

The Comprehensive Tests of Basic Skills (CTBS) are a series of survey achievement tests for group administration. The tests, published in 1968 by CTB/McGraw-Hill provide alternate forms for grades 2 through 12 in four overlapping levels. The test battery assesses skills in the areas of reading, language, arithmetic, and study skills.

The standardization sample involved approximately 212,000 students from grades 2 through 10 and was statistically selected to be proportionately representative of types of schools, size of enrollment, educational and economic characteristics of the community, and four geographic regions of the United States.

Results may be reported as raw scores, percentile ranks, grade equivalents, stanines, and expanded standard scores. Separate sub-group norms--e.g., urban norms--are provided in addition to the total national norms data.

Torrance Tests of Creative Thinking

The Torrance Tests of Creative Thinking, published in 1966 by Personnel Press, Inc., consist of a Figural Test and a Verbal Test designed for group administration from kindergarten through graduate school. Both the figural and verbal exercises generate products reflecting four dimensions of divergent thinking: fluency, flexibility, originality, and elaboration.

The test does not provide any national or "children-in-general" type norms. Rather, various sets of comparison group norms (by age and grade) are provided from which the test user is to select the comparison group that "best fits" the specific subjects being tested.

Results may be reported as raw scores or standard scores.

Levine-Elzey Preschool Social Competency Scale

The Levine-Elzey Preschool Social Competency Scale is a 33-item teacher's rating scale yielding objective, numerical evaluations of the social competency of preschool children. The items tap three dimensions of behavior: self-sufficiency, emotional maturity, and social skills.

Items ensure high reliability by focusing on specific behaviors of the children. The scale is intended for use in diagnosing, placing, or measuring developmental progress of young children.

APPENDIX C (UISEC)

PARENT QUESTIONNAIRE

Please indicate the number of your children who are currently enrolled at UISEC:

Pre-primary: 49 Elementary: 47

1. What reasons led you to enter your child in UISEC?

Responses

1 = Very important reason
2 = Moderately important
3 = Moderately unimportant
4 = Definitely unimportant
5 = Does not apply

	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	TN
a. The previous school my child attended was excessively regimented or rigid.	11	18	8	13	1	2			42	67	62
b. I expected UISEC would provide open-structured education.	47	71	17	26			1	1	1	1	66
c. My child had had learning problems or was not doing well in his/her previous school.	7	11			2	3	1	2	52	84	62
d. I expected my child would make accelerated academic progress.	17	27	22	35	13	21	4	6	7	11	63
e. I was unable to exert influence or participate in the program at my child's previous school.	3	5	8	13	5	8	2	3	44	71	62
f. I expected my child would learn to make her/his own decisions independently.	38	59	19	30	2	3			5	8	64
g. I wanted to avoid having my child assigned to a particular teacher at the previous school.	2	3	1	2	1	2	4	7	51	86	59
h. I expected my child would enjoy school more than if he/she were in a regular school setting.	37	49	15	20	11	14			13	17	76

i. Other reasons:	N	%	TN
			40
Interaction with mixed SES and racial groups	12	16	
Exposure to Montessori materials	5	7	
Regimentation in public schools	3	4	
Agreement with school's philosophy (especially emphasis on social interaction)	4	5	
Influenced by friends	3	4	
Influence of public schools	1	1	
Encouragement of creativity	1	1	
Child missed entrance exam for public school	1	1	
Individual attention and instruction	6	8	
Teacher pupil ratio	2	3	
Learning how to learn	1	1	
Equipment available (did not specify Montessori)	1	1	

2. In what ways has UISEC met your expectations or your child's expectations?

Responses

1 = Definitely true
2 = Somewhat true
3 = Somewhat untrue
4 = Definitely untrue
5 = Does not apply

	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	TN
a. My child is making satisfactory academic progress.	51	72	18	25			1	1	1	1	71
b. My child is responding well to school.	56	80	12	17	1	1	1	1			70
c. My child is obtaining new experiences.	53	77	15	22					1	1	69
d. My child likes his/her teacher.	58	83	11	16	1	1					70
e. My child has become more self-confident and out-going with adults.	28	41	22	32	6	9	3	4	9	13	68
f. My child has become more able to make his/her own decisions.	23	40	27	47	3	5			5	9	58

g. Other expectations met:	N	%	TN
			27
Development of positive self-concept	13	17	
Development of skills in social interaction	6	8	
Individualization	3	4	
Development of creative ability	2	3	
Integration of various SES and racial backgrounds	1	1	
Established routine	1	1	
Established responsibility	1	1	

3. Are there ways in which UISEC could better meet your expectations or your child's expectations?

Responses

1 = Strongly agree
2 = Somewhat agree
3 = Somewhat disagree
4 = Strongly disagree
5 = Does not apply

	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	TN
a. I feel my child needs more academic work.	14	21	20	30	16	24	9	14	7	11	66
b. I feel there should be more academic structure in the sense of supervision and teacher-pupil contact.	7	11	16	25	12	18	22	34	8	12	65
c. I feel there should be less noise, disruption, and confusion.	7	11	17	26	6	9	23	35	13	20	66
d. I feel that the school needs more resources in staff, materials, and funds.	32	48	22	33	6	9	3	4	3	4	66
e. I feel that there should be more feedback from the staff as to my child's academic progress.	10	15	18	28	15	23	16	25	6	9	65

3.

	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	TN
f. The school should help ensure that my child won't encounter problems in adjusting to a regular school system.	15	22	19	28	8	12	11	16	14	21	67
g. I feel there should be more parental influence on the school.	7	11	15	25	18	30	11	18	10	16	61
h. I feel that classes are too widely mixed in age.	7	11	6	10	15	23	31	48	6	9	65

	N	%	TN
i. Other unmet expectations:			9
Can't afford tuition	3	4	
Should expand program beyond 6th grade	1	1	
Insufficient racial mix	1	1	
Improved communication among parents, administration and teachers	1	1	
More parents should become involved	1	1	
More play - less academic	1	1	
Poor rapport with teacher	1	1	

4. What has your child been learning in school?

Responses

1 = Very much
2 = Much
3 = Some
4 = Little or none
5 = Does not apply

	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	TN
a. Basic skills of reading, writing, etc.	30	43	20	29	15	22	2	3	2	3	69
b. Creative language activities.	18	28	17	27	16	25	6	9	7	11	64
c. Independence training.	28	41	29	43	10	15			1	1	68
d. Social skills.	29	41	20	29	16	23	3	4	2	3	70
e. Arts and crafts.	28	41	19	28	18	26	2	3	1	1	68
f. Sports and other physical activities or skills.	16	24	13	20	27	41	8	12	2	3	66

	N	%	TN
g. Other areas of learning:			13
Music and movement	5	7	
Science	3	4	
Math	2	3	
Insight into self	1	1	
Practical life experiences	1	1	
No practice in cursive writing	1	1	

5. Do you plan to enter your child (children) in UISEC next year?		TN
Pre-Primary		42
Yes:	28	
No:	12	
Undecided:	2	
Elementary		42
Yes:	34	
No:	7	
Undecided:	1	

6. If you do not plan to enroll your child next year, why?	N	%	TN 19
a. I am dissatisfied with UISEC.	6	32	
b. Our family is moving from this area.	5	26	
c. I am unable to meet the cost of tuition.	3	16	
d. My child will be entering seventh grade.	1	5	
e. Other reasons (please specify briefly)	4	21	

Opting for special class placement in public school.
Child requested return to public school.
Attending pre-primary only.
Transportation.
Preference for neighborhood school concept.
Local public school program has improved.

7. In what ways have you been involved in your child's school? Please estimate the number of times you have been involved in each of the following activities during this school year. — TN 76

	Frequency	N	%
a. Parent conferences with teachers or staff.	0	8	11
	1	11	14
	2	22	29
	3	13	17
	4	3	4
	5	2	3
	6	3	4
	7	1	1
	8	3	4
	10	1	1
	11	1	1
Did not specify number of occasions		8	11
b. School meetings.	0	23	30
	1	15	20
	2	19	25
	3	4	5
	4	3	4
	6	1	1
	7	1	1
	8	2	3
	10	2	3
	30	1	1
Did not specify number of occasions		5	7

	Frequency	N	%
7.			
c. Tutoring or any other form of instructional assistance you provided for a class.	0	53	70
	1	6	8
	2	2	3
	3	3	4
	4	2	3
	5	1	1
	6	1	1
	10	1	1
	12	1	1
	17	1	1
	25	1	1
	30	1	1
	64	1	1
Indicated "frequently"		2	3
d. Accompanying children on field trips.	0	20	26
	1	21	28
	2	23	30
	3	7	9
	5	2	3
	6	2	3
Did not specify number of occasions		1	1
e. Participating in fund raising activities for the school.	0	14	18
	1	20	26
	2	25	33
	3	5	7
	5	2	3
	6	2	3
Did not specify number of occasions		8	11
f. Other forms of involvement (please specify).		TN = 17	% = 22
Teaching Assistant		4	
Repairs to school		4	
Room mother		2	
Car pool		2	
Board member		2	
Playground assistants		2	
Workshop for parents		1	

APPENDIX D (UISEC)

UISEC STAFF INTERVIEW

Pre-Primary (4 teachers and 4 assistants)

1. What were the goals or objectives in this specific segment of class activity?

*refers to objective of a specific lesson

	N
To develop independence	3
To develop self-confidence	2
To develop good self concept	2
To provide a learning environment	2
To provide individualized instruction	2
To provide the opportunity for the child to experience success	1
To develop the child's sense of competency	1
To develop the child's ability to concentrate	1
To develop the concept of freedom with respect for the freedom of others	1
*To present the concept of states, state boundaries, etc.	1

2. To what degree do you feel that these goals or objectives were attained? Basis for your judgement?

Goals and objectives were attained	6
Goals and objectives were not or were partially attained (These two teachers were answering in reference to the specific lesson presented during the observation period.)	2

3. What or who determines the activities in which a child will engage on a given day in your class?

Teachers decide with the children acting as guides	3
Child decides - Teacher decides - Teacher and child decide depending upon the nature of the activity	2
Older children decide for themselves - younger children need more direction	1
Head teacher decides	1
Child decides with teacher suggesting activities occasionally	1

4. How is a pupil's progress reported to parents -- by whom, in what way, how often? Any problems?

2 formal parent conferences	8
Additional informal conferences called by either parent or teachers	4

5. What do you consider to be the primary goals of UISEC?

Development of self-reliance and independence	4
Development of the whole child	2
Development of respect for others	2
Development of self-confidence	1
Providing a flexible, free learning environment	1

Pre-Primary

6. Why did you choose to teach in an alternative school such as UISEC?

Greater freedom	3
Belief in the school's philosophy	3
Own children attended the school - became involved as parents initially	2

7. What do you consider the strongest points of UISEC?

Freedom to teach creatively	4
Independence (students and teachers)	3
Value placed on the individual	2
Flexibility	2
The leadership of UISEC	1
Heterogeneity of student population	1
Opportunities to experience success	1
Degree of parent involvement	1

8. What would you change if you could?

Need for clearer statement of objectives and better organization	2
More funding for equipment	2
Emphasis upon respect for others	2
Increased communication between pre-primary and elementary personnel	1
More parent training sessions	1
More analysis of potential learning problems	1
Better facilities	1
No changes needed	1

Elementary (4 teachers and 4 assistants)

1. What were the goals or objectives in this specific segment of class activity?

*specific objectives of observed lesson

	N
Individualization	7
*Involvement in individual language arts activities	1

2. To what degree do you feel that these goals or objectives were attained? Basis for your judgement?

Yes	8

3. What or who determines the activities in which a child will engage on a given day in your class?

Teacher and child (basic skills work); child only in other areas	4
Teacher decides with one "free" day a week on which the child decides	2
The child decides daily with weekly schedule developed by teacher and child	1
Teacher - child - parents are involved	[illegible]

4. How is a pupil's progress reported to parents -- by whom, in what way, how often? Any problems?

2 formal parent-teacher conferences	8

5. What do you consider to be the primary goals of UISEC?

Self-actualization of students	2
Development of independent thinkers and learners	2
Acquisition of social skills	2
Acquisition of basic skills	2
Meeting the needs of the individual	1
Providing an alternative to public school education	1
Development of responsibility	1
Development of cooperation	1

6. Why did you choose to teach in an alternative school such as UISEC?

Own children attend UISEC	4
Wouldn't "fit" in a traditional school setting	2
Did not enjoy public school teaching	1
Freedom	1

7. What do you consider the strongest points of UISEC?

Individualization	4
Close parent involvement	2
Heterogeneity of student population	2
Personality development	1
Freedom of movement and planning	1
Rapport with teachers and adults	1
Use of concrete materials	1
Development of internal motivation	1

8. What would you change if you could?

Improved communication	5
More volunteers (including greater parent involvement)	2
More space	2
Physical education equipment	2
More funding for better salaries and materials	1

APPENDIX E (UISEC)

STUDENT INTERVIEW QUESTIONNAIRE
N = 17 (Elementary)

	N	%
1. Why do you attend UISEC?		
a. Did not want to attend public school.	4	24
b. Came to learn or to do work.	9	53
c. Visited the school and liked it.	3	18
2. Who decided that you would attend UISEC?		
a. Mother only.	8	47
b. Parents.	3	18
c. Father.	2	12
d. Mother and child.	2	12
e. Parents and child.	1	6
f. Child.	1	6
3. Do you like it (UISEC)?		
a. Yes.	16	94
b. No. "because you got to do work"	1	6
4. How do you feel about the location of your school? (Distance from home, being located in a church, etc.)		
a. Location of church was acceptable.	10	59
b. School was too far from home.	5	29
c. Sharing facilities was considered a disadvantage.	2	12
5. What are some of the basic rules that you must follow in school?		
a. Not allowed to run in the classroom.	15	88
b. Not allowed to fight.	11	65
c. Not allowed to yell.	4	24
d. Not allowed to swear.	3	18
e. Not allowed to call other people names.	2	12
f. Not allowed to play in restricted areas designated by the church.	3	18
g. No cheating.	1	6
6. Do you feel that they are fair rules?		
a. Yes.	13	77
b. No.	1	6
7. Who makes these rules?		
a. Teacher.	11	65
b. The class.	3	18
c. The class and the teacher.	3	18
8. What could you do to change them if you wanted to?		
a. Ask the teacher to change them.	6	35
b. Sign a petition and present it at a faculty meeting.	3	18
c. Change the rule by having the class vote.	5	29
d. Could "negotiate" with the teacher.	1	6
e. Could not change the rules.	1	6

	N	%
9. What subjects do you usually study each week?		
a. Reading	15	88
b. Math.	14	82
c. Report writing.	5	29
d. Writing.	3	18
e. Phonics.	3	18
f. Social studies.	3	18
g. Science.	2	12
h. Humanities.	1	6
i. Movement.	1	6
j. Music.	1	6
k. Spelling.	1	6
10. Who decides what kind of work and how much work you should do each week?		
a. Teacher and student.	8	47
b. Teacher.	7	41
11. What happens if you fail to complete your work?		
a. Work must be done during "free time".	4	24
b. Must stay after school.	3	18
c. Must do that much more the next day.	3	18
d. Must do it that night at home.	3	18
e. The teacher will be angry.	2	12
f. Nothing will happen.	1	6
g. Must stay and work during recess.	1	6
12. Is there any subject that you would like to study but haven't been able to study?		
The students interviewed provided the following list of topic areas: horses, fish, plants, geology, science, astronomy, archery, piano, crocheting, taking care of gerbiles, learning "more about words", puppeteering.		
13. Are your books, supplies, etc. adequate?		
a. Yes.	15	88
b. No.	2	12
14. Are there any specific materials that you feel your school needs?		
a. Supplies such as crayons, pencils, etc.	6	35
b. Physical education equipment.	3	18
c. Science equipment.	1	6
d. Record player.	1	6
e. Spelling books.	1	6
f. Hamster.	1	6
15. What do you think you are learning here at UISEC?		
a. Everything.	10	59
b. Math.	3	18
c. Reading.	3	18
d. Science.	1	6
e. Same as in the public school.	1	6
f. Not that much.	2	12

	N	%
16. If you would change to a public school, do you think you would have any trouble doing the work they are doing?		
a. No difficulty.	6	35
b. Would have difficulty because of more strict discipline.	2	12
c. Would have difficulty with math.	2	12
d. Would have difficulty with reading.	1	6
e. Don't know.	3	18
f. Yes, would have difficulty.	3	18
17. What sorts of things do you think you learn at UISEC that you would not learn in public schools?		
a. Nothing different.	1	6
b. Don't know.	1	6
c. Assorted activities such as campouts, canoe trips, etc.	8	47
d. Freedom.	1	6
e. More help from the teachers and more personal interaction (calling teachers by first name, etc.)	2	12
18. How often do you work individually with your teacher?		
a. Frequently.	6	35
b. 2 or 3 times a day.	2	12
c. Every day.	3	18
d. Occasionally.	2	12
e. Not often.	1	6
19. How often do you work with one other student?		
a. Often.	6	35
b. Sometimes.	4	24
c. Every day.	1	6
d. Not often.	4	24
20. How often do you work with the entire class?		
a. Sometimes.	4	24
b. About 4 times a week.	1	6
c. Never.	2	12
d. Frequently.	2	12
e. Only on field trips.	1	6
21. How often do your parents come to school?		
a. Frequently.	14	82
b. Infrequently.	2	12
c. Every day.	1	6
22. What do you like best about UISEC?		
a. Free time and recess.	5	29
b. Doing math.	3	18
c. Field trips and plays.	3	18
d. Reading.	1	6
e. "It's a good place to be."	1	6
f. The teachers.	1	6
g. ". . ., my best friend."	1	6
h. Freedom.	1	6
i. "I get to learn stuff."	1	6

	N	%
23. What would you change?		
a. Nothing.	11	65
b. Change so don't have to do math.	1	6
c. A separate facility with more room, fewer steps, etc.	3	18
d. No pushing.	1	6
e. Would like to be in the older class.	1	6

APPENDIX F (UISEC)

Observer________________________

Date________________________

Time____________-____________
(from - to)

CLASS OBSERVATION SCHEDULE

Teacher________________________

Assistant________________________

Other adult(s)________________________

____

Grade(s)/age(s)________________________

No. of children enrolled: B____ G____ T____

No. of children present: B____ G____ T____

	5	4	3	2	1
a. Pupils do advanced level or enrichment work	Nearly half of the pupils do obviously advanced level or enrichment work.		Several pupils do advanced level or enrichment work.		No pupil does advanced level or enrichment work.
b. The arrangement of furniture promotes flexible groupings.	Desks and chairs are arranged in varying patterns for a variety of types of work.		At least one special arrangement is provided for group work.		All desks and chairs are arranged in rank-and-file or other uniform pattern.
c. Materials used are at different levels of difficulty.	All pupils work with materials that reflect different levels of difficulty.		Nearly half the pupils use materials reflecting several different levels of difficulty.		All pupils use the same material.
d. Pupils lead the class or groups within the class	Teacher arranges for one or more pupils to lead the class or a group for a substantial period of time.		One or more pupils are permitted to lead the class or a group but only for brief moments.		No pupil is permitted to lead the class or a group.
e. A variety of assignments is made to individuals and small groups.	Identical assignments are given only to small groups.		Identical assignments are given to all of the class only occasionally.		All pupils are given identical assignments most of the time.
f. Pupils work independently in intra-class groups.	Pupils work in small groups with little direction for prolonged periods of time.		Most pupils work independently in small groups for short periods of time.		Pupils work in small or large groups under the direction of the teacher at all times.

		5	4	3	2	1
g.	A variety of reference material is in use by both the teacher and the pupil.	Encyclopedias, dictionaries, atlases, supplementary texts, and other materials that are available are being used extensively.		Encyclopedias, dictionaries, etc., are used but in limited ways.		Little or no reference material is being used.
h.	Pupils help each other with their work.	Pupils frequently help each other in constructive ways.		Pupils help each other on occasion.		Pupils attend strictly to their own individual tasks at all times.
i.	Routine duties are being shared by pupils in a planned fashion.	Systematic procedures are employed to assure each student an opportunity to assume his share of responsibility.		Students have opportunities to share in assuming routine responsibilities, but this is not systematic but assured.		There is little or no pupil sharing of routine duties.
j.	There is freedom of movement within the class.	Pupils are permitted to change work stations as needs arise.		Teacher suggests or approves all changes that are made in work stations.		Pupils remain at work stations for nearly all activities.
k.	A wide variety of teacher-made materials such as work sheets, games, transparencies, charts, and other aids is in use.	These materials are used frequently and in great variety.		These materials are used periodically but only in limited variety.		These materials are used sparingly or not at all.
l.	Pupils are permitted to help in planning learning activities.	All pupils are actively involved in short- and long-range planning		Pupils are permitted to offer suggestions for teacher planning.		Pupils are permitted little or no opportunity to help with planning.
m.	Pupil participation is differentiated so as to be active, challenging, and purposeful to each individual.	All pupils participate actively with purposes that challenge their different abilities.		Pupils participate actively with purposes that challenge most.		Pupils participate passively with purposes that challenge only a few.
n.	Intra-class groups vary in size and number to reflect pupil needs.	Groups range from one person to as much as half the class.		Groups vary in size, but only two or three groups are employed.		No intra-class grouping is employed.
o.	A variety of newspapers, pamphlets, and magazines is in use.	Pupils use a variety of magazines and newspapers as a regular part of their work.		Pupils use few newspapers and magazines occasionally.		Pupils make little use of any newspapers or magazines.

	5	4	3	2	1
p. Pupils find and correct their own errors.	Pupils are encouraged to find and correct their own mistakes and to look for reasons.		The teacher points out errors and asks pupils to correct them.		The teacher finds and corrects mistakes for pupils.
q. Pupils reflect an interest in the class work.	Nearly every pupil reflects interest in the assigned work.		Most pupils reflect interest in the assigned work.		Most pupils appear to have little or no interest in assigned work.
r. Intra-class groupings are flexible and task-oriented.	Small groups are formed and changed frequently to serve a variety of instructional purposes.		Small groups are formed and changed occasionally for some special purpose.		Small groups, if formed, are fairly permanent arrangements retained for months.
s. A variety of library books is in use.	Pupils use a wide variety of library books both within and outside the classroom.		Pupils use a variety of library books as recreational reading but sparingly for class assignments.		Pupils make limited use of library books.
t. Pupils are held responsible for their own actions.	The teacher leaves pupils free to carry out assignments independently.		The teacher gives advice to pupils while assignments are being carried out.		The teacher closely directs, checks, and advises pupils while assignments are being carried out.
u. Regular teachers work with individual pupils.	Teacher works with individuals during each activity for extended periods of time.		Teacher works with individuals during some activities but mostly for brief periods of time.		Teacher does not work on individual basis except for fleeting moments or emergencies.
v. Special teachers work with individual pupils.	Special teachers devote most of their time to working on a one-to-one basis.		Special teachers work predominately with small groups but give some time to individuals.		Special teachers work most of the time on a small or large group basis.
w. All pupils serve as tutors of others.	Nearly all pupils serve as tutors on a daily basis.		Most pupils serve as tutors, some on a daily basis, others less frequently.		Few pupils serve as tutors except on an occasional basis.

		5	4	3	2	1
x.	Resource persons are used to assist individual pupils.	A variety of resource people serve as tutors on a daily basis.		A few resource people serve as tutors on a fairly regular basis.		A few resource people serve as tutors on an occasional basis.
		5	4	3	2	1
y.	Tutorial arrangements are planned and coordinated.	Tutorial assignments of teachers, pupils, and resource people are planned and coordinated, so confusion or inappropriate activities are rare.		Most tutorial assignments are preplanned and coordinated, but some last-minute arrangements are observed.		Tutorial assignments are coordinated primarily by tutors themselves; preplanning is not clearly evident.

SUMMARY OF CLASSROOM ENVIRONMENT

Place one of the following code numbers in the space before each item.

0 - NEVER (Attribute totally absent during observation period.)

1 - SOMETIMES (Attribute occasionally present during observation period.)

2 - OFTEN (Attribute frequently present during observation period.)

3 - CONTINUOUSLY (Attribute continuously present during observation period.)

____ 1. Children help in serving food.

____ 2. Adults help children by directing their movement from one activity to another.

____ 3. When children have a problem they solve it themselves.

____ 4. Adults encourage children to help themselves.

____ 5. The children are actively seeking and selecting what they are doing.

____ 6. In approaching and talking to adults, the children seem confident and friendly.

____ 7. Adults allow children to risk failure to learn to do things for themselves.

____ 8. Children don't seem to know what to do with themselves in the classroom.

____ 9. Children use respectful and polite words with each other and adults.

____ 10. Adults step in quickly when difficulties occur.

____ 11. The children are spontaneous.

____ 12. When talking and playing with each other, the children argue or fight.

____ 13. The adults seem to be comfortable in what they are doing.

____ 14. The teacher treats her adult aide as an equal.

____ 15. The children seem to be confident in what they are doing.

____ 16. The adults give the children individual attention and help.

____ 17. Disruptive behavior occurs in the classroom.

When a child misbehaves, he is:

____ a. ignored by adults.

____ b. physically forced or restrained.

____ c. given a firm command.

____ d. given reasons for not misbehaving.

____ e. demeaned, spoken to with sarcasm.

____ f. redirected to another activity.

____ g. shown another's good behavior.

____ h. talked with and listened to.

____ 18. Adults let the children direct their own activities.

____ 19. Children help in cleaning up.

____ 20. When children have a problem, they call an adult to solve it.

____ 21. Children compete with each other.

(Mark a check-- ✓ --in each colum that applies.)

Materials and Equipment	Present?	Used?
1. At least 15 - 20 books	____	____
2. Microscope, magnifying glass, or magnets	____	____
3. Plants, leaves, or seeds	____	____
4. Animals, fish, insects, or shells	____	____
5. Scale or weights and measures	____	____
6. Radio or television	____	____
7. Record player or tape recorder	____	____

Physical Arrangement

____ 1. Tables with chairs for seating 4-8 pupils

____ 2. Bookshelves children can reach

____ 3. Sink (water supply)

____ 4. Children's own products (art work, etc.) on display

____ 5. Individual desks

Briefly summarize your feelings about the classroom, the adults, and the children.

____

____

____

After your visit, ask the teacher___/ teacher assistant___/ other adult____:

1. Was today a typical day, or did it differ from the usual? (check one)

____Typical ____Not typical -- because:______________________________

____

2. Were things any different because an observer was present?

____No ____Yes -- because______________________________________

____

UISEC STAFF INTERVIEW

Date_______________ Time__________

Interviewer_______________________

Name of Teacher/Assistant Teacher_______________________________________

Class____________________ How long at UISEC_____________________________

1. What were the goals or objectives in this specific segment of class activity?

2. To what degree do you feel that these goals or objectives were attained? Basis for your judgement?

3. What or who determines the activities in which a child will engage on a given day in your class?

4. How is a pupil's progress reported to parents--by whom, in what way, how often? Any problems?

5. What do you consider to be the primary goals of UISEC?

6. Why did you choose to teach in an alternative school such as UISEC?

7. What do you consider the strongest points of UISEC?

8. What would you change if you could?

APPENDIX G (UISEC)

This is a proposal for a description of our school. It is designed to be used as an introduction for prospective parents, and teachers, visitors and foundations. I have only outlined some of the information because this proposal was the result of the elementary teachers' discussions on the goals and values of our school.

I. Introduction

   A. Brief description of type of school

   B. When founded; amount of growth

   C. Schools relation to the educational system

II. Our goals, values and beliefs and what we do to live up to our values and achieve our goals.

   A. The United Independent Schools of East Cleveland have 3 responsibilities to each child enrolled.

      1. To provide him with a safe, pleasant and usable environment. The student should feel safe psychologically as well as physically. He should find people who are warm and concerned about his growth. Both the classroom and the instructional structures should be usable. Racial and sexual stereotyping will be avoided so the student will have the opportunity to develop his abilities.

      2. To effectively teach him the basic skills of reading, writing, mathematics, questioning and organizing. He should [develop] social skills as well as academic, manual skills.

      3. To expose him to a wide variety of human experiences and knowledge through which he can exercise his intellectual curiosity, his imagination and his creativity.

   B. We hold the following beliefs about children, the learning process and the school's role in a child's growth.

      1. A child learns best when his interests, abilities and disabilities are recognized and used to teach him.
         Small classes make this possible. There is a head teacher and a full-time assistant for every 20 children.

2. Children learn when they are relaxed but stimulated. In situations where children are graded, students think about the grade instead of focusing on the learning task. The emphasis on competition makes him tense. Cheating sometimes results. There are also many problems associated with failure to be promoted to the next grade.

   In our school children learn at their own speed. They are not penalized for learning difficulties. A child's progress is communicated by conferences between parents and teachers as well as by a detailed written report.

3. A child learns when he experiences something and then tries to make sense of his experience.

   The school provides experiences of many kinds, and does not rely on textbooks or workbooks for the main source of instructional material.

4. Children learn from each other. They are often effective teachers especially if there is an age spread of 2-3 years in the class. Because of individual differences in growth and interests, children cannot always find suitable companions among their age mates.

   Our classes include children 3 years apart in age.

5. We are not in the business of making children into certain kinds of people, but recognize the right of each child to become the person he wishes to be. Our job is to open up possibilities for him to use his freedom for his own purposes.

   Because not learning will ultimately limit him, we believe the child must be exposed to and must learn many things. We will set boundaries for him which leave areas and times in which he can genuinely make his own choices without fear of disapproval.

   We will tell him what we value, but we will not ask him to accept these values. If at all possible we try to avoid judgement and punishment because we want the child to examine the purposes of his proposed behavior and its probable results. We want him to understand that he has choices. We will use only the restraints necessary to allow us to get on with our three basic responsibilities.

C. We further hold these beliefs about how a school should be run and what its relationship to its community should be.

1. Parents, teachers, students and the larger community should have representation in the Board which runs the school because they are most affected by it.

2. Our school should be open to any child we can help. Financial, political, social or educational barriers are no deterrent to participation. Discrimination is repellant.

3. Our school should cooperate with the schools and larger community of East Cleveland. We should contribute to the understanding of the learning process, new techniques of teaching and the children of our community. Our school is a part of the East Cleveland community.

4. Teachers should be free to structure their classrooms and their instruction in their own way as long as they follow the general principals set forth above. This will promote an atmosphere of trust and cooperation which should increase the teacher's identification with and commitment to his job.

APPENDIX H (UISEC)

RESULTS OF GOALS QUESTIONNAIRE SENT TO PARENTS

April, 1973

SUBJECT AREAS: RANKED FROM 1 to 15

	Ranking	Frequency	Times appeared in top ten ranking
1. Learn to read well.	1-5	31	(27)
	6-10	3	
	11-15	1	
2. Learn to perform mathematical computations.	1-5	16	(7)
	6-10	9	
	11-15	8	
3. Understand mathematical concepts used in computations.	1-5	21	(7)
	6-10	9	
	11-15	5	
4. Learn a foreign language.	1-5	4	(5)
	6-10	12	
	11-15	10	
5. Learn to write legibly.	1-5	9	(4)
	6-10	17	
	11-15	10	
6. Learn to express oneself effectively in writing.	1-5	21	(6)
	6-10	9	
	11-15	4	
7. Learn correct language useage. (grammar, punctuation, etc.)	1-5	13	(7)
	6-10	13	
	11-15	8	
8. Learn to express oneself effectively through art media.	1-5	4	(2)
	6-10	18	
	11-15	13	
9. Learn scientific facts.	1-5	2	(2)
	6-10	28	
	11-15	5	
10. Learn to speak and listen effectively.	1-5	30	(18)
	6-10	5	
	11-15	1	
11. Learn how to care for animals, plants, and environment.	1-5	7	(0)
	6-10	7	
	11-15	22	

	Ranking	Frequency	Times appearing in Top ten ranking
12. Develop skills in cooking, sewing, woodworking, and use of tools.	1-5	6	(2)
	6-10	10	
	11-15	20	
13. Develop musical talents.	1-5	4	(3)
	6-10	16	
	11-15	15	
14. Learn the history of men women.	1-5	8	(3)
	6-10	17	
	11-15	11	
15. Learn game skills.	1-5	4	(0)
	6-10	9	
	11-15	21	
LEARNING SKILLS: RANKED FROM 1 to 10			
16. Develop a love of learning.	1-3	29	(20)
	4-7	3	
	8-10	3	
17. Become an independent learner.	1-3	21	(16)
	4-7	13	
	8-10	2	
18. Develop imagination.	1-3	9	(8)
	4-7	20	
	8-10	7	
19. Learn to question situations and ideas.	1-3	13	(10)
	4-7	19	
	8-10	4	
20. Develop good work habits.	1-3	10	(10)
	4-7	19	
	8-10	5	
21. Develop an appreciation of creative works.	1-3	3	(2)
	4-7	17	
	8-10	16	
22. Learn where to find information.	1-3	13	(14)
	4-7	17	
	8-10	6	
23. Learn to organize and follow through projects.	1-3	5	(5)
	4-7	15	
	8-10	14	
24. Work up to grade level.	1-3	1	(0)
	4-7	5	
	8-10	28	

[If you rank this high in priority, please define what you mean by working up to grade level.]

	Ranking	Frequency	Times appearing in Top ten ranking
25. Learn to understand cause	1-3	8	(1)
	4-7	12	
	8-10	15	
SOCIAL SKILLS: RANKED FROM 1 to 13			
26. Accept differences in others. in others.	1-4	21	(5)
	5-9	10	
	10-13	5	
27. Develop empathy.	1-4	13	(6)
	5-9	15	
	10-13	8	
28. Develop respect for others.	1-4	29	(15)
	5-9	7	
	10-13	0	
29. Develop self control.	1-4	25	(12)
	5-9	7	
	10-13	2	
30. Understand cause and effect in social situations.	1-4	9	(2)
	5-9	19	
	10-13	6	
31. Learn to accept limits on one's actions.	1-4	10	(2)
	5-9	19	
	10-13	6	
32. Develop a sense of responsibility toward others.	1-4	13	(5)
	5-9	15	
	10-13	6	
33. Learn to be responsible for property.	1-4	4	(1)
	5-9	14	
	10-13	15	
34. Learn to be a leader and a follower.	1-4	6	(8)
	5-9	19	
	10-13	8	
35. Learn how to develop friendships.	1-4	7	(3)
	5-9	19	
	10-13	8	
36. Learn to compete constructively.	1-4	2	
	5-9	17	
	10-13	15	
37. Understand the origins of racism.	1-4	4	(6)
	5-9	7	
	10-13	25	
38. Understand the origins of sexism.	1-4	3	(4)
	5-9	6	
	10-13	24	

	Ranking	Frequency	Times appearing in Top ten ranking
PERSONAL DEVELOPMENT: RANKED FROM 1 to 14			
39. Become self confident.	1-5	27	(12)
	6-10	7	
	11-14	2	
40. Develop a good self concept.	1-5	27	(15)
	6-10	7	
	11-14	2	
41. Develop a set of values.	1-5	20	(4)
	6-10	9	
	11-14	5	
42. Develop interests.	1-5	10	(8)
	6-10	16	
	11-14	7	
43. Learn to make good judgments.	1-5	9	(6)
	6-10	20	
	11-14	5	
44. Accept responsibility for one's actions.	1-5	18	(9)
	6-10	13	
	11-14	4	
45. Learn to like one's body.	1-5	5	(3)
	6-10	11	
	11-14	20	
46. Learn to recognize your faults.	1-5	10	(1)
	6-10	13	
	11-14	11	
47. Work up to one's own capacity.	1-5	5	(7)
	6-10	15	
	11-14	14	
48. Use leisure time creatively and happily.	1-5	5	(5)
	6-10	9	
	11-14	22	
49. Develop initiative.	1-5	12	(7)
	6-10	15	
	11-14	8	
50. Be able to feel delight, pleasure and joy.	1-5	9	(6)
	6-10	10	
	11-14	16	
51. Learn that you have a right to your feelings.	1-5	9	(7)
	6-10	15	
	11-14	12	
52. Learn to accept oneself and improve what you don't like.	1-5	16	(7)
	6-10	14	
	11-14	6	

GOALS SET AT GOAL-SETTING SESSION
November 17, 1973

1. To maintain UISEC at present level and size.
2. To identify sources of money -- both within and without the School.
3. To make explicit our founding principles.
4. To protect our founding principles.
5. To delay consideration of accreditation until circumstances change.
6. To find and implement methods to communicate between Board, teachers, parents, students and administrators.
7. To develop criteria pertaining to parent responsibility.
8. To develop criteria pertaining to admission and expulsion.
9. To develop procedures for reviewing salaries and compensation, for hiring, firing and supervision and staff development.
10. To document the child's progress so that successful reporting (of the child to parents) occurs.
11. To clarify the roles of teachers, administrators and Board members.
12. To keep guidelines from becoming too rigid.
13. To continue to reevaluate the physical locations.
14. To continue to examine educational objectives (curriculum), with the help of the Teacher Center, and to encourage teachers to do the same and report to the Board.

The next thing to do is to consider whose going to do the above mentioned things and how.

APPENDIX J (UISEC)

LETTER SLOT BELOW WHICH MATCHES EACH LETTER OF YOUR NAME.

YOUR LAST NAME

YOUR FIRST NAME

MI

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

STUDENT NUMBER

0 1 2 3 4 5 6 7 8 9

SEX

B G

BIRTH DATE

MO. YEAR

JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC

GRADE

3 4 5 6 7 8 9 10 11 12 F S

1 2 3 4 5 6

RIGHT WRONG

•PUPIL SURVEY FORM

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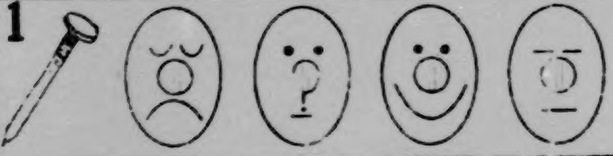

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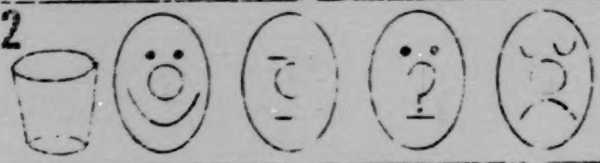

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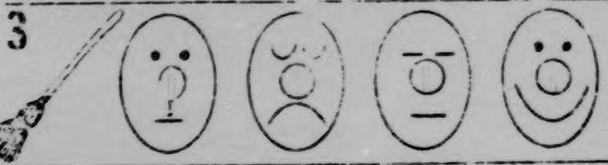

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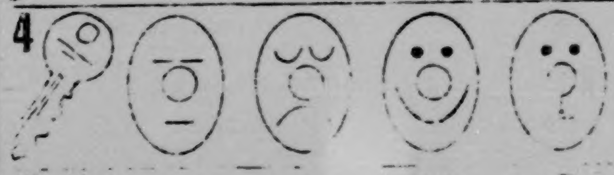

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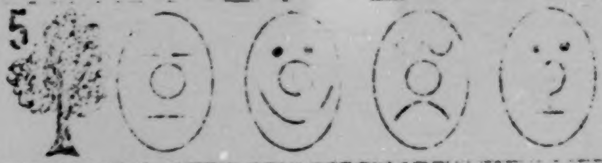

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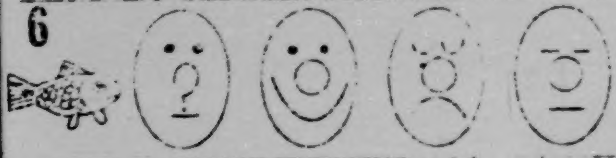

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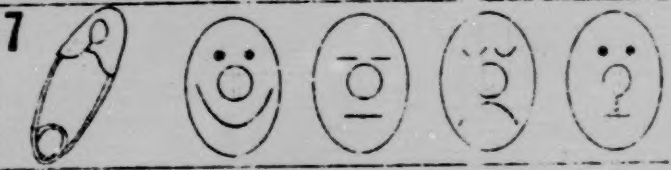

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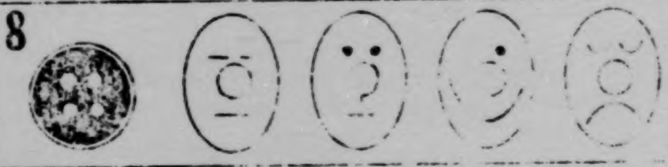

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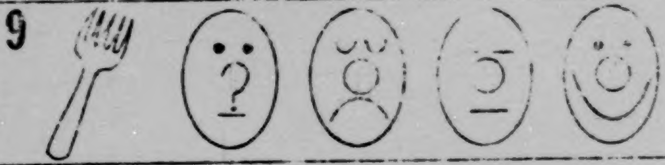

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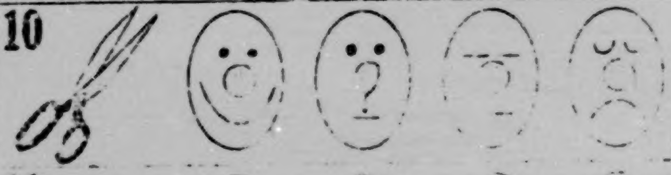

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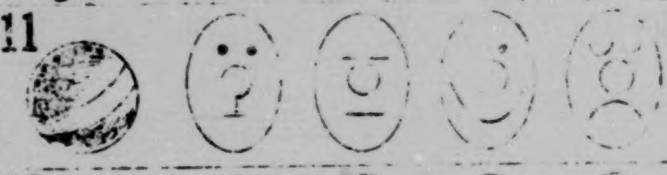

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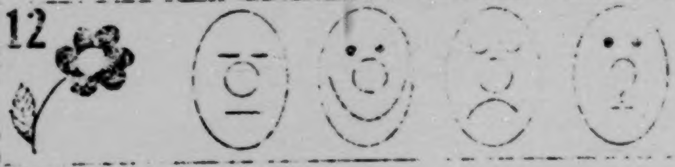

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OPTICAL SCANNING FORMS by OPTICAL SCANNING CORPORATION

APPENDIX K (UISEC)

Distribution of Stanine Scores (Urban Norms)

Primary Grades vs. Upper Elementary Grades

Reading Vocabulary

Grade Span	No. Tested	Below Average		Average		Above Average	
		No.	%	No.	%	No.	%
Primary (Grades 2 and 3)	26	8	31%	9	35%	9	35%
Upper Elementary	13	1	8%	7	54%	5	38%
TOTAL	39	9	23%	16	41%	14	36%
URBAN NORMS		23%		54%		23%	

Reading Comprehension

Grade Span	No. Tested	Below Average		Average		Above Average	
		No.	%	No.	%	No.	%
Primary (Grades 2 and 3)	26	10	38%	10	38%	6	23%
Upper Elementary	13	2	12%	7	54%	4	31%
TOTAL	39	12	31%	17	43%	10	26%
URBAN NORMS		23%		54%		23%	

APPENDIX K (UISEC) - (Cont'd)

Distribution of Stanine Scores (Urban Norms)

Primary vs. Upper Elementary

Arithmetic

Grade Span	No. Tested	Computation						Concepts						Application					
		Below Average		Average		Above Average		Below Average		Average		Above Average		Below Average		Average		Above Average	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Primary (Grade 2 & 3)	26	5	19%	12	46%	9	35%	(Not Tested)						(Not Tested)					
Upper Elementary	15	6	40%	6	40%	3	20%	5	33%	7	47%	3	20%	3	20%	8	53%	4	27%
TOTAL	41	11	27%	18	44%	12	29%	5	33%	7	47%	3	20%	3	20%	8	53%	4	27%
URBAN NORMS		23%		54%		23%		23%		54%		23%		23%		54%		23%	

APPENDIX L (UISEC)

Distribution of Stanine Scores

Urban vs. Suburban

Reading Vocabulary

Group	No. Tested	Below Average		Average		Above Average	
		No.	%	No.	%	No.	%
Urban*	32	8	25%	15	47%	9	28%
Suburban**	7	1	14%	1	14%	5	71%
TOTAL	39	9	23%	16	41%	14	36%

Reading Comprehension

Group	No. Tested	Below Average		Average		Above Average	
		No.	%	No.	%	No.	%
Urban*	32	10	31%	15	47%	7	22%
Suburban**	7	2	29%	2	29%	3	43%
TOTAL	39	12	31%	17	43%	10	26%

URBAN/ SUBURBAN NORM	23%	54%	23%

* Stanines based on Urban Norms
** Stanines based on National Norms

Distribution of Stanine Scores

Urban vs. Suburban

Arithmetic Computation

Grade Span	No. Tested	Below Average		Average		Above Average	
		No.	%	No.	%	No.	%
Urban*	34	10	29%	18	53%	6	18%
Suburban**	7	1	14%	1	14%	5	72%
TOTAL	41	11	27%	19	46%	11	27%
URBAN/ SUBURBAN NORM		23%		54%		23%	

* Stanines based on Urban Norms
** Stanines bases on Suburban Norms

APPENDIX M (UISEC)

UNITED INDEPENDENT SCHOOLS OF EAST CLEVELAND

CREDO

WE BELIEVE

1. OUR GENERAL RESPONSIBILITIES ARE:

   A. To be open to any child we can help. To avoid discrimination because of social, educational, political or financial reasons.

   B. To provide an example of an alternative school through cooperating with the schools and the larger community.

   C. To provide for representation on the Board by parents, teachers and members of the community. To allow input to the Board by the students.

   D. To allow teachers freedom to structure their classroom and their instruction as long as they follow the guidelines set forth in this document.

2. OUR RESPONSIBILITIES TO OUR STUDENTS ARE:

   A. To provide them with a psychologically and physically safe, pleasant and usable learning environment.

   B. To provide them with a staff which can serve as a model for humanistic behavior.

   C. To avoid sexual and racial stereotyping.

   D. To teach them the basic skills of reading, writing, mathematics, questioning and organizing appropriate to their development. To teach them physical skills; to teach them social skills as well as manual and academic skills; to teach children skills to deal with their negative feelings and to encourage them to express their positive feeling.

   E. To expose them to a wide variety of human experience and knowledge through which they can develop their intellectual curiosity, their imagination and their creativity.

3. OUR RESPONSIBILITY TO MAXIMIZE EACH STUDENT'S LEARNING CAN BE MET BEST BY USING THE FOLLOWING PRINCIPALS:

   A. Children's attitudes toward all aspects of schooling are influenced by their parent's attitudes. The student's motivation to learn is enhanced by their parents' participation in and enthusiasm about schooling. The school should be a center where resources from the staff, the parents and the community are coordinated for the benefit of the students.

B. Children learn best when their interests, and abilities are recognized and used to teach them. They learn when success is possible. Any humane method of instruction which reaches a child should be used. Small classes and instruction geared to the individual maximize the possibility of success.

C. Children learn when they are relaxed but stimulated. Emphasis ought to be on cooperation rather than competition; there should be no grading. Comment on a child's work should emphasize strengths when possible. Criticism should be helpful not insulting. Progress reports should be descriptive rather than judgemental.

D. Children will take more responsibility for their progress if they participate in setting goals for themselves.

E. Children learn when they experience something and then try to make sense of their experience. Textbooks and workbooks are not sufficient materials.

F. Children learn from each other. They are often effective teachers of younger children. Being free to communicate with classmates will encourage a cooperative atmosphere of teaching and learning.

G. Self-initiating is vital to the growth of choice making ability. We will leave areas and times in which children can genuinely make their own choices.

H. Because not learning will ultimately limit them, we believe children must be exposed to many things, and must do regularly assigned, even largely teacher-initiated work.

I. A desire for mastery and excellence is a natural motivator of learning. Excellence in all school endeavors should be pointed out so it can serve as a model for others.

J. We believe family or vertical grouping helps to overcome the problem of individual differences in children's growth and interests.

K. If at all possible we will avoid judgment and punishment. We want the children to understand that they have choice, that they can learn to behave in a way that will satisfy their own wants without hurting others.

CHAPTER III

URBAN LEAGUE STREET ACADEMY

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I. INTRODUCTION

The Urban League Street Academy (SA) is a secondary school located at 8329 Euclid Avenue. It has been one of approximately a dozen alternative schools operating in the Greater Cleveland area. First funded in 1970, its financial support has come from a number of sources. Various foundations, organization, individuals, governmental units, educational and religious institutions and agencies have contributed funds or in-kind services. Examples of the range of financial supporters include the Greater Cleveland Associated Foundation, The George Gund Foundation, The Martha Holden Jennings Foundation, Mr. and Mrs. Baldwin Sawyer, the National Urban League, Cleveland Impact Cities Program, Case Western Reserve University, the Episcopal Diocese of Cleveland, the East Cleveland Public Schools, the Cleveland Public Library Urban Services Department and United Torch.

The Street Academy was designed as a response to a study and subsequent newspaper coverage showing that the majority of high school dropouts wanted nothing to do with school. It has sought to demonstrate that high school dropouts can and will complete high school. Its program has centered on developing the basic academic subjects to serve the high school dropout. It has been grounded in a philosophy that dropouts could become productive adults if certain "givens" were provided. A major "given" for Academy programming has been getting dropouts to view school as a place that can be warm, friendly and relaxed. This program orientation and other assumptions for developing a "supportive" setting have been delineated in a number of studies related to the Street Academy, the most recent being Alternative Schools in Cleveland:

A Descriptive Study (Morford et al., 1973).

Recent directions in the development of programming at the SA have moved toward "pupil centered" rather than "discipline centered" courses. These directions and additional dimensions of the SA rationale have been discussed in a report by John E. Addison, Academy Director. This document has been prepared expressly for this review as an advocacy statement. It appears as Appendix A of this report.

A. Evaluation Design

The method undertaken for this evaluation report was primarily a status description. As a status description it drew upon records and opinions. An attempt was made to balance subjective versus objective opinion by assembling input of participants (staff, students, parents) and observations of independent personnel from the review team. Records of the SA were made available to the review team. Advocacy Statements were provided by the Academy Director and Assistant Director at the request of the Review Team. The Assistant Director's Statement is contained in Appendix B. It was considered that this material would capture the full intent of what the SA was attempting to accomplish.

It is important to note that this evaluation took place under extremely abnormal circumstances. Just as this review was beginning, the funding period came to an end, and the Director was told that no additional funds would be made available. This came as a blow that produced both insecurity and loyalty. Obviously, students wondered if they were going to be able to complete the education they had begun at SA. This was particularly true for students who expected to graduate in February 1974. Staff members wondered about their jobs. Some left as soon as an offer was received from another source. Those who remained, both staff and students, mounted a "Save the Street Academy" campaign. Shortly thereafter, additional funding was made available to keep SA open for this evaluation.

This evaluation proceeded, albeit under unusual circumstances. Some routine activities were interrupted by campaign meetings and opportunities to show SA in its best light were maximized. So, although these activities were bound to occur, a school that could generate this kind of enthusiasm in a time of crisis must possess many strengths. Regardless, the reader must bear in mind that these circumstances limited data collection activities in some respects and enhanced it in others.

Judgment about some program aspects is limited by these and other constraints. Attempts to contact dropouts from SA proved futile. Response to the Parent Questionnaire was disappointing. Students had been requested to deliver them to their parents. Only seven replies were received. The lack of a control group which could provide bases for comparison is another limitation in interpretation of what might be considered to be promising practices. Finally, the financial crisis facing the SA is a critical factor in interpretation of findings. Programming had been scaled down at this point in time. This condition cautions against assuming that the current program status was completely representative of what SA has been or could be.

Major focus of these review efforts was on identification of promising practices and determination of their feasibility for replication in public school systems.

Specifically, the evaluation addressed these questions:

1. What are the promising practices being implemented at the Urban League Street Academy?
2. Which of these promising practices appear to be feasible for a public school system?

Data collection was patterned according to the structure proposed by the evaluation plan. Table 1 outlines the dimensions of the evaluation model and data sources related to these dimensions.

TABLE 1

Summary of Model Dimensions and Data Sources

MODEL DIMENSIONS / DATA SOURCES	Personal Data Form	Academy Permanent Record	Advocacy Statements	Class Observation Scale	Meeting Observation Scale	Student Interview	Teacher interview	Parent Interview	Administrator Interview	Facilities Checklist	CTBS Test Data	Academy Procedure Papers
STAGING												
1. Philosophy			x		x		x		x			x
2. Rationale			x			x	x	x				x
3. Facilities				x		x	x			x		
4. Time-Space Use										x		
SUBSTANCE												
1. Curriculum		x	x	x		x	x	x				x
2. Instruction				x		x	x	x				x
3. Materials				x			x					
4. Support Systems			x	x		x	x	x				
5. Learning Outcomes		x		x		x	x	x			x	
6. Types of Interactions				x		x	x	x				
GOVERNANCE												
1. Organization									x			x
2. Financing									x			
3. Administration			x				x		x			
4. Participation					x		x					x
5. Regulations	x		x									x
6. Climate				x	x		x					
DESCRIPTIONS OF SAMPLE	x	x				x	x	x				

B. Data Collection Procedures

This report, as indicated in Table I, draws upon six major types of information--observations, interviews, tests, questionnaires, facilities checklist, reports and records associated with the SA. These information sources frequently were applied to more than one dimension of the evaluation model. In addition, more than one data source was often utilized in assessing the evaluation model dimensions to provide for the most complete information base possible.

Observations

Observations of school operations which included classroom instruction, rap sessions, project committee meetings, graduation exercises and new student orientation were collected during the period of February through April 1974. Various observation forms and anecdotal reports were developed to fit specific situations at the Academy.

Two observation forms, the Class Observation Scale, the Observation Report of Meeting at Street Academy and Checklist of Facilities and Equipment were utilized by the review team observers or completed by SA staff. Provision was made for checklist and rating judgments as well as anecdotal reports in these materials. Each form is described more completely in the following section of this report.

Class Observation

The interaction of teachers and students is the "heart of the matter" in considering any school's operation. Objective observation of this interaction process can provide insight about how learners are being served and how schooling processes projected by the school's objectives are being operationalized. The observation of the Street Academy classes was considered to be an important element of the whole enterprise of determining what the promising practices are and how feasible they might be for incorporation into a public school program. It was reasoned that the observational techniques should attempt to tap the characteristics of such programming and that the regular "bread and butter" sessions were to be viewed. In the case of the Street Academy, some of the hallmarks of its operation were described as being "small classes, relaxed atmosphere, casual dress, free association among students of the range of age levels served and minimal regulations except those necessary for safety and the learning climate." According to the Director, despite a turnover of staff, the faculty had continually undertaken rewriting of course objectives in an attempt to move toward having more student oriented and fewer discipline oriented courses. A team approach to program development and problem solving had been a cardinal goal for the Academy which had endured many crises. It should be recognized in interpreting the findings of the observational data collected at the SA for this review that the future, at this point in time, had never looked bleaker for the Academy. The observations came during a period of financial crisis when all major means of support had been exhausted. Operations had been cut back with the attendant reduction of staff. When the question of whether to observe or not to observe was raised, the Director and staff urged that observations go forward, feeling that if a SA "style" had been developed over the years, it would not be dissipated that quickly by the recent turn of events.

The Scale

The Class Observation Scale, which appears in Appendix C, of stated program objectives of the SA. Major operational elements of the Academy's educational model included the following:

- open, frequent and informal communication between students and teachers
- elimination of rules and formalities which cause unnecessary tensions and alienation among people
- support of rules necessary for safety an preservation of learning atmosphere
- free flowing interaction in all classes
- teachers' freedom to use any methods they choose to move students to arrive at school and class learning objectives
- encouragement of student input in selecting activities and vehicles to reach class learning objectives
- instruction in a manner that enables students to understand relationship between what is happening and their felt interests and needs
- curriculum and experiences to give students opportunities to acquire and develop personal skills and attitudes needed to get employment and relate to peers in social situations
- a system of evaluation which puts an accent on what the students achieve rather than on what they do not achieve by utilizing a system of reporting results that enables teachers to discuss achievement without mentioning failure

- a staff that has an attitude and operational style which permits the school to continuously develop method and activities that adequately respond to changes in society and accept newly recognized truths in educational practices.

It was predicated on the basis of the Academy model that the classes would give priority to instructional formats promoting social development, pupil sense of belonging and pupil self-worth. Classes would tend to emphasize self-directed learning, resource materials developed by the teachers, individual projects and learning arrangements featuring flexibility and freedom for pupils and teachers. It was envisioned that concerns would center on individual needs and interests and that goals would, in the majority of instances, be pupil determined. Teachers would be seen functioning as motivators, facilitators and in fellowship.

From the SA model and the predicted operational elements related to this model descriptive statements of the teaching practices and classroom environment most likely to be used were formulated. For a preliminary version, a scale was adapted from Individualization of Instruction Inventory (Coody and Harris, 1973). It was originally intended that elements from this scale could be utilized across the three Alternative Schools being reviewed at this point in time so as to provide overall impressions and to identify points of contrasts across situations.

The preliminary version was reviewed by the 7-member team of observers who had been assigned from the Cleveland Public Schools' Division of Research and Development and the Education Department of Case Western Reserve University. All members of the Schools' staff serving as observers had been and still are certified teachers across the range of elementary and secondary grade levels. Observers from Case Western Reserve University were graduate students in Education. A series of visitations to the SA classes were made by the team. Team members sat in on classes and rap sessions in an attempt to absorb the operational style of the Academy. All scale items were then critiqued on the basis of the on-site experiences of the team. Their specialized subject areas include reading, mathematics, science, foreign language, social studies and English. Drawing upon their experiences as teachers and the on-site impressions at the SA, the team made recommendations for scale items which were then recast into four sections, Description of Teaching, Summary of Classroom Environment, Global Impression of Classroom and Teaching, and a Teacher-Pupil Talk Distribution.

An attempt was made to construct the scale on simple dimensions so that statements would cause little difficulty in interpretation. In the case of the first category, Description of Teaching, the content of the 15 items referred to teaching situations, pupil participation, class activities, pupil interest, class groupings, pupil freedom of movement, use of materials, and level of pupil independence. The rating continuum ranged from observing "all pupils" to "no pupils" for nine of these items. For the remaining six items, the degree of presence of the condition was observed.

In Section II of the observation scale, Summary of

Environment, the 16 items involved statements reflecting student and teacher activities predicted to be present if the SA model was being implemented. Student-teacher interaction, e.g., "Teachers and students appear to respect each other," or "The teachers give the students individual attention and help," student behaviors, e.g.,"The students are actively seeking and selecting what they are doing" or "Disruptive behavior occurs in the classroom" and specific teaching orientations, e.g., "Teachers encourage students to help themselves" or "Teachers evaluate pupils in a manner to stimulate their performance" are included. The rating for Section II followed a scale of "totally absent" through "continuously present."

For Section III, Global Impression of Classroom and Teaching, four bi-polar descriptions ranging across a 5-point scale were provided. They were focused on estimates of the organization (planned, organized, clear), climate (friendly, warm, understanding), pacing (stimulating, imaginative, enthusiastic), and responsiveness highly responsive to needs and differences of students) of the classroom.

The fourth section of the Observation Scale recorded an estimate of the percentage of the observation time spent per Flanders category (Flanders, 1966). These 10 categories ranged from "Accepts Feeling," to "Silence or Confusion."

For each observation made, the observers completed an open-ended schedule in which they recorded judgments about whether or not the visit had been a "typical day," their estimation of observer effect on class performance, a statement of the objective of lesson, a summary of their feelings about the classroom teachers and students, comments on use and/or availability of resource materials, description of equipment used, a sketch of the room arrangement, and any general comments they felt to be appropriate.

The Sample for Class Observations

A sample of 103 observations of Street Academy classes was obtained by the 7-member team during the period of March 25 to April 15, 1974. It has been planned to observe the 28-period program of the SA on the basis of four observations (a total of 112 observations) for each class period. Nine observations were not obtained as planned because of field trips, special activities or emergencies at the Academy. Of the 103 class periods visited, 95 class periods were of regular length so that the observations could be coded on the standard classroom observation sheet developed by the Division of Research and Development for computer processing. Data from these 95 class periods provide the basis for findings related to the programming at the SA.

The 95 classes providing the observation sample ranged across the teachers and 7-member review team as indicated in the table following.

TABLE 2

Summary of Class Observations

Teacher No.	No. Observations	Reviewer No.						
		1	2	3	4	5	6	7
1	13	6	7					
2	16	8	8					
3	13			6	7			
4	14					8	6	
5	14			5	5	2	2	
6	11					5	5	1
7	14			6	4	2	1	1
Total	95	14	15	17	16	17	14	2

Observations ranged from 20 to 55 minutes with a median of 55 minutes for the 95 periods included in the sample.

To provide a contrast for the observation patterns that would emerge from the data collected by the 7-member team, the seven teachers of the SA faculty were invited to complete the same observation scale. They were requested to prepare an observation form for what they visualized to be their "typical class" situation.

Effects of Observer Presence on Class Observations

A concern of the observers was that their presence would detract from the usual state of affairs. As they took careful account of students' reactions, they believed that in 10% of the observations their presence affected how the students behaved directly. They judged these reasons as being "seemed to seek observer approval," "seemed to resent observer," "seemed uneasy and restrained," "showed off," and "observer participated by request and had material shared with them."

The observers rated 66% of their observations as being of a typical class situation. Reasons cited for non-typical class situations included:

- no plan evident
- review of previously taught material
- test taking
- poor attendance in class
- large number tardy
- poor pupil participation
- student unrest because of special activities or concerns
- absence of teacher
- field trips
- presence of outside speaker
- Monday morning"

A summary of the percentages of ratings compiled from the observations appears for each of the four sections in a series of Appendices N, O, P and Q. Included in each appendix is a compilation of the ratings of the SA staff for these elements.

Observation Report of Meetings

A report outline consisting of five topical areas provided the basis for collecting anecdotal reports of meetings, special sessions and particularly, rap sessions, held at the Street Academy. It was specially designed to focus on who was participating and what decisions were reached. Appendix D contains a copy of this report form.

Sample

Eleven meetings were observed for this review during the period of February through April 1974. These included:

- . 8 Rap sessions
- . 1 Project committee
- . 1 Graduation exercise
- . 1 Orientation meeting of new students

Interviews

Interview schedules were developed for students and teachers.

Student Interviews

The student interview schedule consisted of a series of open-ended questions that were developed after a trial run with the questionnaire developed by Rodney W. Skager and his associates in their evaluation of the Los Angeles Alternative Schools (Skager et. al., 1973), informal conversations with students and our own observations. A copy of the interview form is reproduced in Appendix E.

All of the interviews were conducted at the school, and each lasted approximately fifteen minutes. The interviewer began with a brief explanation of the overall purpose of the review study: "We want to know both what you like and what you dislike about Street Academy in order to determine how other schools can be helped."

Answers to the questions were categorized in terms of responses to individual questions. Where students gave more than one response to a question, both the number of students responding and their responses are given.

Sample for Student Interviews

Twelve students out of 63 (approximately 20%) were randomly selected for interviews. The interviews were designed to get at the perspective of the student clientele toward the school and their role in it.

Table 3 reflects the sex and number of quarters enrolled by imminence of graduation. Because of the uncertain status of the SA, it seemed that the graduating seniors might give different responses from the others. Also, in the main, their tenure at the school tends to be longer, therefore, the data were analyzed separately. Of the total, however, only two interviewees were in their first quarter.

Table 4 summarizes the former schools attended and grade levels completed by the students who were interviewed. The 12 students reported 14 schools--11 being Cleveland area schools.

TABLE 3

Interviews of Students

(N = 12)

Student	Age	No. of Quarters Enrolled	Senior Status
Male (N-7)			
C.B.	17	1	No
G.M.	N.A.	2	N.A.
C.D.	N.A.	2	Yes
C.H.	19	5	No
D.T.	18	3	No
B.G.	19	6	Yes
J.B.	17	2	No
Female (N=5)			
V.C.	20	2	Yes
C.W.	19	6	Yes
F.W.	20	4	No
J.S.	19	4	Yes
Y.P.	18	N.A.	Yes

TABLE 4

Previous Schools and Grade Completed of Students Interviewed*

(N = 12)

School	Total	Grade					
		11	11B	10	9	8	N.A.
John Hay	3	2					1
John Hay (Night)	1	1					
Adult Education	1		1				
Shaw	2	1					1
Willson	1						1
Kennard	1						1
J. F. Kennedy	1			1			
Shaker	1						1
East	1			1			
John Adams	1						1
Out of State	1			1			
	14						

* Some listed more than one.

Teacher Interviews

The teacher interview schedule was developed with open-ended questions comparable to the student interview and the parent questionnaire which will be described later. It was anticipated that by means of this structure, teachers', students' and parents' perceptions could be compared. Questions were designed to tap an array of dimensions considered to reflect categories of the evaluation model. The interview form is contained in Appendix F

Members of the review team collecting the class observations conducted six interviews. A seventh SA teacher graciously consented to prepare an interview schedule and forward it to the review team.

Sample for Teacher Interviews

All seven teachers completed the interview schedule. The length of service for these teachers at SA ranged from one quarter to 12 quarters with a mean of 4.2 quarters. Three had had no previous teaching experience. Experience of the others included a variety of high school and college settings. Six were attracted to the SA because of a special interest in its unique design and method of operation.

Interviews with Others

Additional interviews were conducted with Mr. Addison, SA Director: Mr. William K. Wolfe, Executive Director, Urban League of Cleveland; Mr. Roland Johnson, former Chairman, Project Advisory Committee; Mrs. Felicia King, President, Parents' Group; Mr. Henry Doll, current Chairman, Project Advisory Committee and Dr. David C. Stevenson, Committee Member.

Tests

The Comprehensive Tests of Basic Skills, Level 4, including Reading Vocabulary, Reading Comprehension, Arithmetic Computation, Arithmetic Concepts and Arithmetic Applications were administered to survey group performance at the SA. Published in 1968 by the California Test Bureau, a Division of McGraw-Hill Book Company, the tests were standardized on a large national sample of students from Grades 2 through 10, randomly selected from all regions and states of the United States. The sample included public and private school students proportionate in number to actual enrollments. The tests aim to measure those skills common to all curricula and basic for success in using language and number skills in any school in which the students of our mobile population find themselves.

Tests were scored using the computerized scoring system of the Cleveland Board of Education. This system produced alphabetical listings, frequency distributions and item response records for skill clusters sampled by the tests.

Sample for Tests

On February 20, 1974, the staff of the SA joined with five members of the review team to administer the CTBS tests to Academy students. Thirty-seven students took the Reading Tests while 46 students participated in the Arithmetic Testing Program. These students included five students graduating in February 1974 taking the Reading Tests and seven graduating students taking the Arithmetic Tests.

Questionnaires

The Parent's Questionnaire, using checklist sections in addition to open-ended questions, probed areas representing dimensions of the evaluation model. The questionnaire is contained in Appendix G.

Section soliciting ratings of the SA operations included in this questionnaire were identical to those used in the student and teacher instruments to facilitate comparisons across these groups. Of particular interest was a section seeking parent ratings of the former school in comparison with the SA.

Sample for Parent Questionnaires

All students sere asked to take a questionnaire home to their parents. The questionnaire was designed to parallel the instrument completed by students and teachers. For the most part, the seven respondents (11%) were the parents of newcomers to SA. The children of four had been enrolled only one quarter, while two had been in for two quarters and only one for four quarters. None of the enrollees were taking courses elsewhere.

It is important to note that during the period of this review, one-third of the enrollees did not live with their parents (Addison Interview). Some are married and many who are not have established residence separate from parents. Also, some, although residing with parents, seem to have achieved a state of independence that is at a higher level than that of younger students.

Checklist of Facilities and Equipment

A Checklist of Facilities and Equipment was developed from descriptions of facilities and equipment contained in the Minimum Standards for Ohio High Schools (State of Ohio, 1968). Eleven categories with statements related to 39 selected conditions considered appropriate for school situations were included in the Checklist. A copy of the checklist is contained in Appendix H.

Sample for Checklist

Mr. Addison, SA Director, applied the Checklist to the SA building. His judgments provided the data for this statement.

Street Academy Records

Two major types of records were examined. The first included minutes of meetings of the Urban League Education and Youth Incentives Committee, the group that overall the development of the original SA proposal. Also available were minutes of the SA Project Advisory Committee that was created immediately following the initial funding, and documents in the Committee's files.

The second type consisted of student records on file at SA. A Data Form for personal and educational information was utilized to collect data from the Street Academy pupil records. Consisting of 34 items, the Data Form represented the major demographic elements considered to be important descriptors. In addition, the Permanent Record being used at the Academy was completed for each student. The Permanent Record shows the marks and credit earned by each student.

The Data Form and Permanent Record are included in Appendices I and J respectively.

Student Sample from SA Records

Information about personal histories, attendance and course achievement was compiled for a total of 63 students currently enrolled at the Street Academy. Twenty-four of these students were part of a random sample selected from the Street Academy records for purposes of interviewing. The remaining 39 were students who had participated in the administration of the Comprehensive Tests of Basic Skills in reading and mathematics, Level 4.

Personal characteristics evident for this student sample included the following:

- Predominately Black (98+%) population
- Median age of 17 with an age range from 15 to 23
- One out of three (32%) report police records.
- 11 students (17%) list probation status.
- 50 students (80%) report living with family.
- Six students are parents.
- 25 students (approximately 40%) indicated they had either attended or were familiar with other adult education programs but had not chosen to enroll in them.
- 10 students (approximately 16%) reported they were employed.
- 20 students (about 32%) indicated indicated they were receiving public assistance.

Students had entered the Street Academy from 23 sources which included 10 Cleveland senior and junior high schools, four Cleveland suburban, non-public, and independent schools, five out-of-state high schools, the Cleveland Adult Education Center and Work Study Program, Girls Industrial Schools and Cleveland Job Corps.

The two major plans for the future cited by the students included "getting a diploma" and "preparing for college." Principal occupational interests included lawyer, cook, PBX operator, government civil service worker, auto mechanic, photographer, beautician, draftsman, registered nurse, bookkeeping, data processer, tailor, designer, and interior decorator.

Reasons for leaving regular school cited by the students were "expulsion, suspension, inability to get along with school staff and fellow students, lack of interest, drug involvement, and academic failure." Reasons for entering the Street Academy, given by the students included:

- "desire for an education"
- "desire to obtain a diploma"
- "feeling of being given a chance
- "more opportunity to succeed"
- "desire to learn what regular school wouldn't teach"
- "realization of necessity to have a high school diploma to qualify for a job"
- "Street Academy's excellent reputation among my associates that it gives everyone a break and is really interested in kids."
- "courses of greater and more personal interest"

Average attendance reported for this group at the Academy was 77%.

Fifty-six students had signed the SA contract which is said to be required of all Academy enrollees. The contract indicated their agreement to comply with Academy regulations. One student in the sample was found not to have agreed to sign. For the remaining six students, Academy records had no information about whether or not they had signed the contract. A copy of the contract form is attached as Appendix K.

Academy Reports and Procedure Papers

The three Academy reports and additional procedure papers made available to the review team included the Addison Advocacy Statement (Appendix A); an additional "advocacy" paper prepared by Ms. Glee Ivory, the Assistant Director of SA (Appendix B); a Philosophy paper, prepared by the Director, Mr. Addison (Appendix M); Enrollment and Dismissal Policies paper (Appendix U); Personnel Practices (Appendix V) and Student Contract (Appendix K).

II. STAGING

A. Philosophy

To detail the SA philosophy and rationale, a series of working papers related to these areas were made available to the review team by the Academy Director. The three most recent documents of those known to be available were utilized for this discussion--a statement describing the Academy's approach, undated but distributed during February 1974, the Addison Advocacy Statement prepared in May 1974 and a third paper, "Description of the Street Academy" dated June 1974. These are contained in Appendices L and A and M, respectively.

Also available to the review team were records and minutes of the Street Academy Project Advisory Committee.

Analysis of these documents reveals an overriding intent to recapture junior and senior high school dropouts through the cooperation of the business community, the education community and other interested citizens. Dropouts were viewed as a wasted human resource that could be turned into productive citizens. In order to achieve this goal, the design of the Street Academy emphasizes, until this day, pupil feelings, freedom, respect and flexibility. These are standard hallmarks of a progressive philosophy. As in any school's philosophy, there are elements for which distinctions such as "conservative" or "progressive" are not as clear-cut. The Academy purports to seek response toward individual needs, yet its operation or "staging" follows conventional framework of academic disciplines.

Initially, the Academy goals were cast as follows:

- To redirect the attitudes of dropouts who have turned away from public school.
- To demonstrate that given the right environment, most dropouts can and will complete high school and move on to an institution of higher education.

From these original directions which focused on the inadequacies of the public school, the Academy sought to deal with alternative techniques of teaching dropouts. The Academy has found difficulty in identifying suitable criteria for student progress, developing a scope and sequence of curriculum to support the projected school sequence of SA, Transition, and Circle Prep; and overcoming student deficiencies in academic skills to support and assist students in developing plans for future education or careers. In short, the Academy has found all of the problems of any school.

The Director's Advocacy Statement traces the transitional stages in philosophy from its original intents of salvaging prospective college graduates through to its present focus of enrolling any dropout who is motivated to complete high school. Fluidity of direction is apparent. Providing for the high school dropout remains a continuing theme. The Academy avows the Urban League's principle contained in the initial proposal that a "publicly-supported school system, available to all children, was the only realistic, economical and democratic solution to the crisis in education." Therefore, it seeks alternatives, but not parallel educational structures to the public school system. It proposes now, as it did in 1969, that its quest for alternatives will lead to "a more effective public school system."

The most recent statement of philosophy of the Urban League Street Academy presents the primary goal of the Academy as "meeting the educational needs of its students." "Every student," according to this statement, "must be shown and must be taught to demonstrate, if need be, the knowledge that every individual at the school is (1) equally important and (2) has an equal right to an education and a life of dignity." The statement emphasizes that enrollment is open to any person who can do high school work or is of high school age regardless of previous experience in school or society, race, religion or economic condition. Emphasizing a policy of "open enrollment," the Academy anticipates that people will come to the Academy with different levels of readiness for application to academic work and with different levels of readiness to move out into the world and resourcefully use the freedoms and restrictions society offers and imposes on an individual. The Academy philosophy maintains that "to meet the educational needs of the young people who come to us, we will have to have curriculum that can contact the people before us at a point of need and interest, a point that is a reality to them and not us."

Presently, the Academy philosophy is caught up with operationalizing its philosophy in a more concerted fashion than ever before. Of course, certain behavioral outcomes are implied. For example, the Academy seeks such operational outcomes as the annual graduation of 30 students through the General Educational

Development Examination, enrollment of 100 students each quarter, open environment, informal communication, pupil mastery evaluation system, employment of staff seeking new educational directions, and shared decision-making processes. As has been stated, these represent key "planks" in the progressive philosophy.

From an emphasis on forces within the public school, e.g., impersonal environment, there has been a transition (maybe because of these experiences) to attention to the seriousness of forces outside the school which have served as obstacles to the dropouts' re-orientating himself toward completing his education. Cited in the Addison Advocacy Statement, these forces have been identified as

- preoccupation with sex, peer relationships and finding a satisfactory social identity and life style.
- destructive habits such as taking narcotics, stealing and pimping.

Opinion of the leadership of the Urban League provided additional insight into the thrust of the Academy philosophy. In an interview with review team representatives on May 9, 1974, Mr. William K. Wolfe, Executive Director of the Cleveland Urban League, reinforced the idea of the necessity for alternatives to the public school. One important characteristic of the alternative condition, in his opinion, must be commitment of teachers. He saw this commitment as fortifying the relationship between faculty and student and contributing to respect for pupils and teachers.

Another quality which Mr. Wolfe identified as a keystone in the alternative school philosophy is the feeling of belonging to the institution on the part of the child. He considered that this condition is experienced only rarely in public schools. He cited the lack of flexibility to deal with deviant behavior as well as the incapacity of the public school to change the pattern of the "child's fitting the system to that of the system's fitting the child" as contributing to the need for alternatives to the public school system.

Mr. Wolfe described the attempt at an alternative school as having that "something that has to be considered when youth who have been alienated come back to another school." He did not see the alternative school as necessarily producing a better education.

Another way of tapping the philosophy and rationale was through observation of a major school event such as the eleventh commencement exercises which occurred during the period of this study. Ten students graduated in ceremonies that took place on February 22, 1974, in Baker Building of Case Western Reserve University. The main speaker was Mr. Arnold Pinkney, President of the Cleveland Board of Education. His remarks assured the assembled staff, graduates, and their families and friends that the SA had his support and would remain open. This statement, along with the use of the CWRU facilities seemed to be evidence of continued community support.

According to the review team observer, one could sense the extremely close identification of the graduates and teachers with each other and with their experiences at SA. It was a moving experience as one saw the tears of joy and appreciation from graduates who once had no hope of participating in such an event.

During the afternoon preceding these experiences, graduates posed proudly for a professional photographer who spent an unbelievable amount of time photographing them at the Academy. Then they dined together at a seated luncheon at "Keg and Quarter." The photographer donated his time as a friend of one of the teachers and the students paid for the luncheon out of funds they had raised. All were well groomed, attired in what seemed to be their finest, and obviously very excited about these events.

B. Rationale (Objectives)

Thirteen conditions presented in the Street Academy's statement of objectives were rated according to extent observed by the student sample at the time of their interviews. Table 5 lists the 13 statements. These conditions appear on page 4 of the Student Interview (Appendix E).

Interviewees (N = 12) were unanimous in their positive ratings on all conditions except Numbers 1, 5, 6 and 13, each of which was observed "sometimes" by five students. The seniors were unanimous in confirming the perception that all of the objectives were being met if not always, most of the time.

Answers to other questions confirmed these positive perceptions. For example, there is a daily "Rap Session" where students voice their views on Academy policies and practices and help to make decisions. Each one expressed satisfaction at being involved in decisions as much as he or she wanted to be. In comparing the Academy with their previous school, all but one felt that the SA was superior in permitting decision-making. Also, each was pleased with the grading system, explaining that it eliminates competition, limits the threat of failure and is individualized. One student explained that one can't fail at the SA. Further, when asked if they could have begun on their own in classes like math and English had they not had their previous schooling, all but one said, "yes". Each gave the same reason, namely, SA teachers start with you where you are. Moreover, this concept appeared again when they were asked to list the positive characteristics of their school. Five said one can proceed at his or her own pace. One characterized it this way: "Street Academy gives one a chance; something is wrong if a person can't graduate from here." When comparing SA with their previous schools they ranked it as "superior" or "better" in fostering a positive attitude toward learning.

TABLE 5

Conditions Extracted from SA Statement of Objectives

1. The student-teacher ratio is less than 15 to 1.
2. The student-counselor ratio is less than 50 to 1.
3. Teachers have freedom to use any approach to instruction that they find effective.
4. People from the community visit the school on a weekly basis to share experiences with the students.
5. Students daily are encouraged to participate in planning the SA's program and policies.
6. All problems are immediately addressed by the students and the staff.
7. Students receive evaluations every five weeks which explain what the student has or has not done rather than receive nebulous letter grades.
8. Each student is evaluated on the basis of how far they progress rather than how well another student does.

TABLE 5 (Continued)

9. Promotions are made four times a year.

10. Classes are designed each quarter to fit the needs of the students attending the school.

*11. Students are given opportunities to discover their cultural heritage.

*12. Students have opportunities to develop and participate in creative activities.

*13. Students are given opportunities to develop problem solving skills.

Teachers (N = 7) considered the overriding purpose of the SA to be "to equalize educational opportunity". They believed it accomplishes this by offering an alternative, a chance and hope. They viewed the Academy as responding to differences in ability. Two saw the goal as offering a comfortable learning environment through which students may accomplish their goals and helping students achieve a practical education.

Ten conditions included in the Academy's statement of objectives were presented in the teacher interviews, and the teachers were asked to rate the extent to which they had observed them at the Academy. Teachers were unanimous in their positive ratings on all conditions except the following which were observed "sometimes":

---

*Not included on Teacher's Interview Form.

Statement	f
1. The student-teacher ratio is less than 15 to 1.	1
4. People from the community visit the school on a weekly basis to share experiences with the students.	1
5. Students daily are encouraged to participate in planning the SA's program and policies.	2
6. All problems are immediately addressed by the students and staff.	1

Comparison of student and teacher perceptions reveals a highly positive level of response for about three out of four of the Academy objectives: student-teacher ratio, students being encouraged to participate in planning program and policies and immediate attention to problems by students and staff. At least one interviewee, among both teachers and students, had reported "sometimes" for these areas.

Answers to other questions confirmed these perceptions. For example, only one teacher felt he/she was not involved in decision-making, and only one felt that although involved, final conclusions were not reached in staff meetings. Only one wanted to see students more involved. The majority looked upon the grading system as about as good as any. Two believed it could be improved.

The 13 conditions included in SA's statement of objectives were presented to parents, who were asked to rate the extent to which they had observed them.

Parents (N = 7) rated only one objective as having been observed rarely: "People from the community visit the school on a weekly basis..." Seven conditions were rated as occurring only "sometimes":

	Statement	f
1.	The student-teacher ratio is less than 15 to 1.	1
2.	The student-counselor ratio is less than 50 to 1.	1
4.	People from the community visit...	2
5.	Students daily are encouraged to participate in planning.	2
6.	All problems are immediately addressed...	1
11.	Students are given opportunities to discover and participate in creative...	1
13.	Students are given opportunities to develop problem-solving...	2

All other conditions were found to be present at least "most of the time" by these parents. It should be noted that several of the conditions failed to elicit responses from parents. However, there were two conditions to which every parent responded: "Teachers have freedom to use any approach to instruction that they find effective" and "people from the community visit the school on a weekly basis to share experiences with the students." This finding suggests that although parents are not in position to observe all of the conditions listed, there are at least two that are clear to them.

Answers to other questions confirmed these perceptions. In comparing SA with their children's previous schools, they saw the Academy as the same or very much better in permitting decision-making. All regard class size as very much better.

C. Facilities

The SA does not impress the observer with the quantity or quality of facilities. It is located on the second floor of an inner-city office building. A large room is divided by movable partitions into classroom and office space for counselors and administrative staff. Although a number of books are housed in a room called the library, a space in the large room is also used for books and a student lounge area.

The Director occupies an office and there is an entry hall and reception area. The most obvious piece of equipment in the classrooms is the chalk board.

Office equipment seems to be in adequate supply, including electric typewriters and duplicating machines.

Students were not asked to comment on facilities, and only one mentioned this lack when asked about the negative aspects of the school. In comparison with their previous schools, they believed class size at SA was better.

Three teachers expressed concern about facilities when asked if there were anything they would like to change. Two would expand facilities and add materials. One envisioned modules with changes in physical space leaning more toward open space and the use of non-restrictive time periods. The Assistant Director explained that although a custodian is employed, SA has occasional "Clean Up Days" when all regular activity is halted and everyone pitches in to clean the premises.

The Director was asked to respond to the Checklist of Facilities and Equipment (Appendix H). One condition that he rated as being "very adequately" fulfilled was "location meets community needs". He explained that although the location may have some drawbacks where aesthetics are concerned, it is quite accessible to students.

It should be noted that, during the four-year history of SA, the school did open what it termed Street Academies (the entry level) at three additional locations in the city. This decentralization had been mounted for the purpose of placing this opportunity, and the students who could profit from it, within close proximity. At least two factors combined to close the outlying sites: inadequate funds and difficulties associated with supervision.

The one other condition believed to be "very adequately" fulfilled was provision of facilities for filing student records.

The Director rated a large number of conditions as being "less than adequately" provided:

School Site

The current size is 5,700 square feet. He estimates that a minimum of 7,500-8,000 is needed. In order to add some vocational course work, e.g., typing, 9,000 would be needed. At the present time there is no provision for a lounge or lunch room. Neither is there adequate space to assemble the entire student body for a meeting. He believes he should have a room where babies of those students who are parents can be cared for. Although he says that the current size meets enrollment needs, this is not the case on days when there is full attendance.

Audiovisual Equipment

The only available equipment is a slide projector and an 11-year old record player. Even if there were more, storage space is inadequate. Maintenance of equipment does not meet the demand.

Furnishings

Appropriate furnishings are not provided, and tackboard does not meet program needs.

Storage Facilities

Storage does meet program needs, and space for reference materials does not meet program needs.

Library Center

Often the library must be used as a classroom, and therefore does not meet program needs. There is little standard shelving. Reading room area does not meet program needs.

Guidance Facilities

Counseling offices are not sound-proof.

Health Facilities

There is no student recovery area; and there are no student health records.

Administration Facilities

Both general office space and supply room space are inadequate.

Special Facilities

There are neither art laboratory nor science facilities.

General

Neither maintenance, nor repair of facilities, nor custodial storage meet proper standards.

In addition to the explanation above regarding classroom size, the Director rated the following conditions as being "adequately" met:

Furnishings

Chalkboard meets program needs.

Facilities

Electrical outlets meet program needs. Artificial light meets program needs. Natural light meets program needs.

Library Center

Book collection meets program needs. Storage of back issues of periodicals meets program needs. Periodicals available meet program needs.

Guidance Facilities

Space meets group counseling needs. Record storage meets guidance needs.

Health Facilities

Sanitation facilities meet needs.

Administration Facilities

Principal's office meets needs. Faculty work space meets program demands.

D. Time-Space: Use and Allocation

The facilities, minimal as they are at the SA,seem to be conducive to the easy flow of activities and the small group and individual instruction that takes place. For the schedule that is in operation, 28 class periods distributed across seven staff, the four larger class areas, three relatively smaller class areas and the library area appear to be adequate. The student lounge area, however, would not accommodate the entire student body that is projected for the Academy.

Students were unanimous in their happiness with the freedom of movement. They did not identify any limitations in the present site and facilities.

Summary

In summary, the SA was found to have operationalized programmatic elements generally compatible with its stated philosophy and rationale. Its present focus is that of enrolling any dropout who is motivated to complete high school. Its quest for "alternatives" has been undertaken so that it will lead to "a more effective public school system."

Students, teachers and parents were highly positive in their perceptions of the SA program in effectively implementing the philosophy and rationale proposed.

Facilities were minimal but conducive to the "freedom of movement" policy which appeared to be highly valued by SA students.

III. SUBSTANCE

A. Curriculum

Classes provided at the SA were found to represent subject disciplines usually included in the four major academic areas in the typical public school--urban or otherwise. These studies were offered in 28 class periods scheduled from 9 a.m. to 3 p.m. daily to serve a projected 100-pupil enrollment. Three additional periods were included weekly in a time slot of 3 p.m. to 4 p.m. Offerings within the four major academic areas--English-Language Arts, mathematics, social studies and sciences--included distributions of classes in each area totalling ten, four, nine, and four classes respectively. The remaining one period was an art class, supplemented by another period scheduled once per week on Monday. Each of the seven staff members had one period assigned as an office hour daily.

Classes at the SA are summarized below:

- ENGLISH-LANGUAGE ARTS--Reading, Developmental English, Creative Writing, Basic Reading, Business English, Communication, American Literature, College Writing and Intermediate English.
- MATHEMATICS--Practical Mathematics, General Mathematics I, General Mathematics II, and Algebra.
- SOCIAL STUDIES--Basic Social Studies, Anthropology, American History and Government, Sociology, Africa, American History I, American History II and Urban Studies.
- SCIENCES--Biology I, Chemistry, General Science, and Biology II.
- ART--General Art.

No vocational education nor physical education classes were scheduled.

Student interview data (N = 12) showed that students hold very positive perceptions about their courses at the SA. Only one student said she missed laboratory courses and physical education. Another said she missed such out-of-class activities as the Speech Club and Cheerleading. Others believed both their courses and schedule were better and that what they were learning was better. They agreed that they were provided with opportunities to discover their cultural heritage and to develop and participate in creative arts. Only one believed that "only sometimes" were they given the chance to develop problem-solving skills.

Two students were taking coursework elsewhere: one, a course in Family Management and Health at John Hay High School, and one, courses in music at the Cleveland Institute of Music.

The parents (N = 7) responding to the Parent Questionnaire evidenced generally enthusiastic support for the Academy program as well. In comparing SA courses with those at their children's previous schools, six parents responded "about the same" or "better" while one believed they are "not as good."

Teacher interview data (N = 7) also mirrored the optimistic tone of the student interviews and parent replies. All teachers agreed that classes are "always designed to fit the needs of students."

Few teacher recommendations for the curriculum were made. One teacher, however, recommended "consideration of modules with changes in physical space, leaning more toward open-space and using non-restrictive time periods." In addition, this teacher saw "an expanded curriculum not bounded by state requirements" to permit pupils "to explore more of their own talents."

Teacher opinions about the level of student skills being produced by SA revealed unanimous belief that students were attaining "adequate" and "more than adequate" levels in six of the eight skills rated in their interviews. (The ratings of the skill levels are addressed primarily in the section of this report dealing with Learning Outcomes, but are referred to at this point to show the contrast of opinions.)

The Director, however, in his Advocacy Statement addressed several concerns related to curriculum. He noted specifically program weaknesses in the area of vocational training and orientation as well as the lack of a creative and knowledgeable curriculum developer in the field of science. A major recommendation in his statement calls for the selection of a team of planners to identify performance and enabling objectives and consideration of including the vertical and horizontal skills designed for the Cleveland Public School curriculum at SA with "evaluation and progress being based on student demonstration of skill and concept mastery, rather than grades."

Further reference is made to the curriculum problems facing the SA in the statement by the Academy Co-Director:

> If the external constraints, funding and lack of accreditation were removed, the staff could devote time to polishing and expanding the curriculum. Certainly vocational, occupational urban-based studies could play a greater part in each student's schedule.

Observer team reactions to the SA curriculum have identified many problems which have been addressed by the above comments, but which were entirely missing in teacher, pupil, and parent opinion. Problem areas surfacing in the team observations demonstrate difficulty in the conceptualization of the program of studies at the SA.

One item on Section I, Description of Teaching of the Class Observation Scale was considered related to curriculum. For that item (A), the majority of observations (56%) of the review team reported "few to no pupils doing advanced level or enrichment work." The Academy Staff, however, in completing the same item on the Scale, selected ratings indicating they saw "some to nearly half of the pupils doing advanced level or enrichment work." This variance between observers and staff probably is the function of the degree of involvement in the program as well as the need for clarification of the meaning of the item being rated on the Scale. Further delineation of expectations and the validation of these expectations in the academic and vocational demands which SA graduates must face are desirable in any case.

Comments from the review team provided the major additional judgmental data about the curriculum offered at the SA. Generally, as can be gleaned from the following comments, issues concern ways to improve pupil command of basic skills, more flexibility in course offerings, better delineation of appropriate responses to pupil needs and consideration of newer approaches to individualized instruction. Such action appears desirable for the Academy.

- READING

  ...teacher is strongly enthusiastic....with previous experience in teaching of remedial reading. Among students at the Academy are many whose oral reading evidence a wide range of weaknesses. It is recommended that remedial classes be scheduled throughout the day to accommodate as many pupils as possible. The range of oral reading observed in various subjects ranged from lower second to twelfth grades.

- ENGLISH

  Developmental English and Intermediate English as observed are basically the same....two courses could be combined into English I, II, III and IV. This would provide a broad based English sequence incorporating English Grammar on all levels. Flexible grouping within classes would take care of differentiated needs. Careful planning could introduce required course material to those who are advanced enough and at same time prepare those who need time to become aware of challenge ahead. Class would require services of a well-trained teacher of English with junior and senior high background.

- AMERICAN LITERATURE AND COMPARATIVE LITERATURE

  Rotating these two courses would permit the inclusion of a course in English Literature and Modern Fiction. I view Comparative Literature as an advanced course following the English and American Literature courses.

- COLLEGE WRITING

  Failed to glean purpose of this course. If its purpose were to prepare students for types of writing needed in college, I doubt that this would be accomplished from what I saw.

- ART

  Lack of interest which I observed may have been result of my own expectations. High school art for students at the Academy should be an opportunity for expression of feeling through as many mediums of art as are encompassed in this field. Active involvement in production and completion of an art project would provide for development of much talent which these students possess.

- SCIENCES

  Program is not taught by a certified science teacher... Classes are organized roughly the same...usually silent reading with some discussion of text material only to extent of clarifying the meaning or pronunciation of difficult words. Students then answer textbook questions in a notebook.

Visual aids, models or demonstrations not used. Students are never involved in lab work of any kind although topics being discussed at time of observation lent themselves well to such activities. Little evidence of efforts to differentiate student abilities or to teach accordingly.

Suggested that these classes represented no more than an inadequate attempt at teaching science. Little science, if any at all, is actually taught. No evidence that any one has made any concerted effort to employ, or find out about, newer and generally successful approaches to teaching science in an environment such as that observed.

General comments from the observers provide additional descriptions of the problems to be solved in the matters of the Academy curricula.

- Subject appeared to have little meaning for these pupils.
- Level of material too difficult.
- Reading level too difficult for students.
- Students, very poor readers, but very anxious to achieve better reading level.
- Some potential writers in this class. Hope they are discovered.
- Instruction did a good job of relating current events in retrospect to earlier conflicts and revolutionary activity.
- Teacher made a gallant effort to involve students in a dialogue concerning qualities essential for a political leader. Interesting.
- Students reading a series of articles by...Felt articles were seriously misinterpreted.
- Teacher got confused on French theory of personal development. ...present in room explained basic points of French philosophy and cleared up situation.

- Students had not been prepared for this type of evaluation.

- During course of lesson, teacher presented erroneous information.

- Teacher had not prepared class for trip. Some of teacher's comments were incorrect.

The reports of the observer team raise serious concerns and present no solutions. Subject area specialties are need but must be reconciled with student centered concerns. While the major participants in the SA program have not reiterated such concerns, the curriculum task for the Academy remains generally unresolved. It is just a critical challenge as funding.

B. Instruction

Student interview data, parent questionnaire opinion and teacher interview responses reflect positive feelings about the SA instructional program.

When comparing SA with their previous schools, each student in the sample (N = 12) rated the instruction and "how they learn" at the Academy as better or superior. They believed that their teachers have freedom to use any approach to instruction that they find effective.

Teaching was rated "very much better" by all parents (N = 7) responding to the questionnaire, but two, who considered it to be "about the same" and one, who labeled it as "different" from their youngsters' former school. The way students learn was rated as "very much better" by five parents and "about the same" by only one. One parent did not respond to this question. All parents said that one of the things that they liked about SA is that students are allowed to proceed at their own pace. One indicated that his/her child chose SA because the pace in the public school was too rapid. Five rated their child's schedule as "very much better" or "superior than their former school," with one considering it to be "about the same" and one considering it as "different."

Teachers agreed that they were free to use any approach to instruction that they found effective at the SA. One teacher described kinds of satisfactions the faculty derive from teaching students at the SA as "demands...put upon teachers to maintain higher levels of inquiry into one's academic field." Teachers generally were enthusiastic about the Academy support for their development of their own style of instruction. This condition was also cited in the Counseling Director's opinion: "The SA affords a creative teacher an opportunity to be flexible and innovative..." That teachers will use these opportunities apparently cannot be left to choice, however, because a program weakness described by the Director concerned this area. He saw some evidence of "teacher insecurity concerning the trying of unfamiliar ideas."

The Director's Statement also provides the major source for descriptions of the instructional process which the SA sought to implement. Key programmatic elements projected for the instructional style of the Academy appear to be an environment which permits and fosters open, frequent and informal communication, experiences to give students an opportunity to acquire and develop the personal skills and attitudes needed to get employment and relate to peers in social situations, utilization of students' knowledge of life as a contribution to immediate and future needs, and finally staff attitude and operational style which permits continuous development of methods and activities that adequately respond to changes in society and accept newly recognized truths in educational practice.

As could be predicted about the instructional program in any educational institutions, observational data indicate a range of styles, strategies and degrees of effectiveness across classes. For purposes of contrast, the staff of the SA was invited to complete the same instrument as the review team had utilized to record their observations. Generally apparent from the staff self-reports is that they characterized their roles as "motivating, facilitating" instructors working toward molding "participating" students who would feel good about the whole process. As would have been predicted there are differences between observers and staff in the picture of instruction at the SA. These differences could be the catalyst for healthy inquiry. There is relatively little disagreement, however, in the observational data that some teachers in some situations did accomplish degrees of individualization. Evidence of staff-student rapport and responsiveness appear clear-cut in the data.

Major advantages for the Academy instructional program according to the Academy documents are the maintenance of the overall 100-pupil enrollment limit and the student-teacher ratio of no more than 15 to 1. Generally, observers noted that teachers capitalized on the smaller scale to individualize. The "smallness" was viewed as a contributing factor to the degrees of responsiveness noted. Sometimes, however, this advantage was not utilized to full advantage. Seven items (C, D, E, F, R, M, and P) pertaining to the area of instruction on Section I of the Classroom Observation Scale examined qualities descriping individualized instruction in SA classes. Observers saw relatively few pupils being given a "variety of assignments," "initiated and/or selecting activities" or "helping each other with their work," as would be predicted in individualized instruction situations. These items appeared as C, E and F on the Class Observation Scale. The pattern of observations reported for the fourth factor also considered to represent an instructional element inherent in individualized instruction situations, "pupils work independently," which comprised item D on the Scale, showed a full range of variations in the classes observed, but more agreement between team and staff than any item in the category.

For these same four items (C, D, E and F), SA staff recorded self-observations which indicated moderate frequencies for their classes. As in the area of curriculum, observers and staff differ in their perception of patterns of pupil participation that would be indicative of instructional processes that could be designated as "individualized."

Observations of the review team and staff for Item R, the fifth element, e.g., "Teacher permits freedom for pupil to carry out work independently," also showed differences.

Two additional items related to grouping (M and P) showed wide variances in ratings between staff and observers. Observers saw "little grouping flexibility." Staff viewed their grouping practices as being considerably more varied.

Chart I diagrams the comparison of mean ratings of the observers and teaching staff related to these seven items.

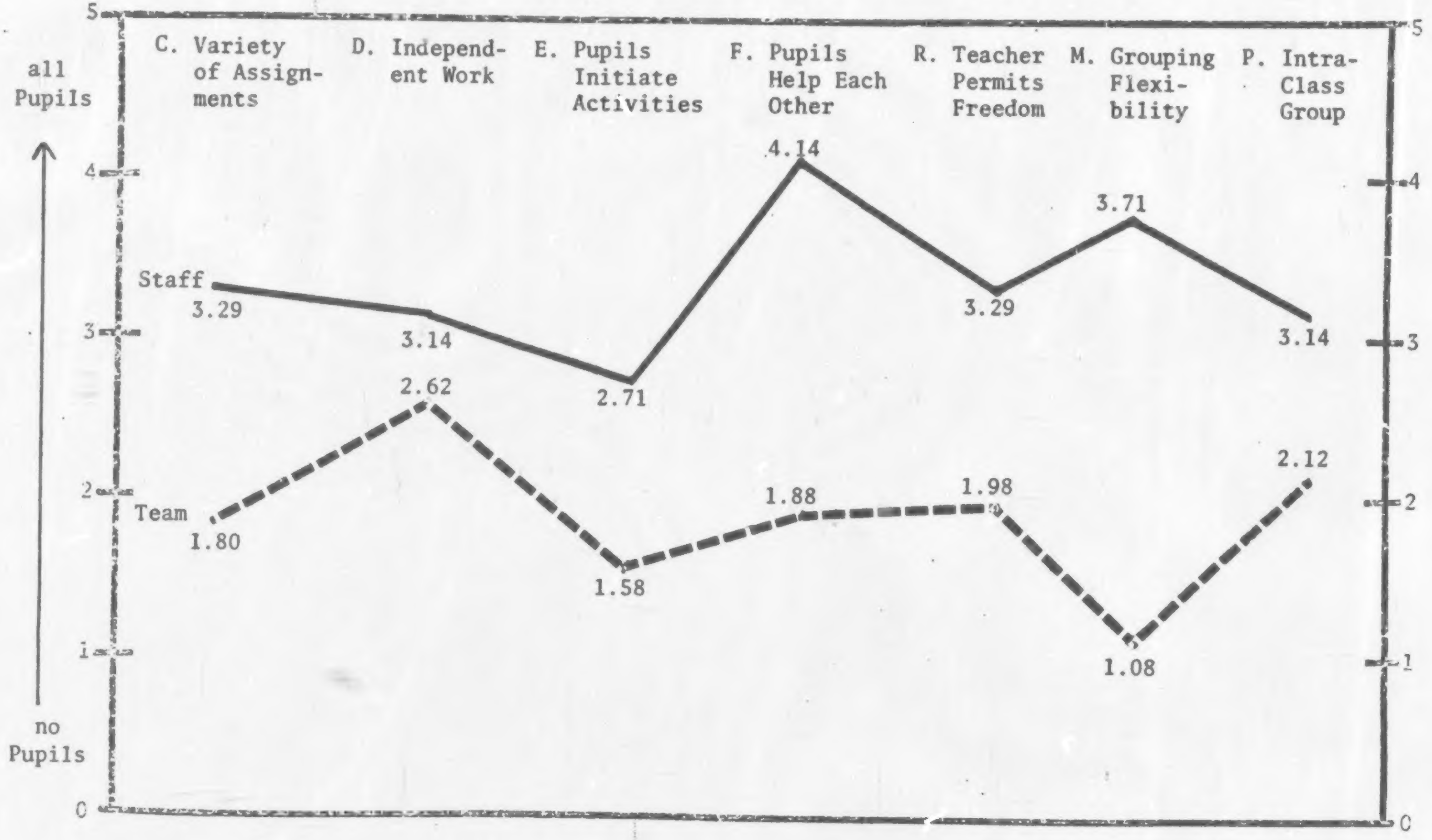
A similar range of instructional styles was evident from observations obtained with Section II, Summary of Classroom Environment. Eight of the items in this section were considered to describe instructional strategies that would most likely be employed in programs where there were attempts to individualize instruction. Patterns appearing in the review team's observations indicate a focus of teaching strategies in SA classes toward developing pupil involvement and pupil independence. More often than not, observers reported that the "teachers helped students by directing their movement from one activity to another." While this tendency might indicate teacher centered situations, the majority of observations showed students being encouraged "to help themselves" and to "learn to do things for themselves." Coupled with this emphasis on independence, observations reflect a general pattern of "teachers' giving students individual help and attention."

Some areas were judged as receiving little emphasis in SA classes according to data. "Students solving problems by themselves" (item 2) showed one of the lower mean ratings of the items in this category. Percentages also showed that the majority of team observations was noted from "sometimes" through "often." For two companion items (4 and 10) contained in Section II -- e.g., "The students are actively seeking and selecting what they are doing" and "Teachers let the students direct their own activities," the team observations reported decidedly fewer instances than the staff data.

CHART 1

COMPARISON OF TEAM AND STAFF MEAN RATINGS
ITEMS DESCRIBING INDIVIDUALIZED INSTRUCTION

(Section I-C, D, E, F, R, M, and P)



For the eighth item (7) considered indicative of instructional elements at SA, e.g., "Students don't seem to know what to do with themsleves in the classroom," observer judgments indicate that this was a minimal condition. In this case, the relatively low mean rating showed the condition was generally not present in the classes observed.

Chart 2 allows comparison of observer mean ratings with those of the SA staff. Similar patterns of inter-differences in the mean ratings of both staff and observers is apparent. Higher or lower mean ratings were found accordingly in each group's data. Comparison of the ratings, however, indicated staff believed that teacher direction, teacher encouragement of self-help, student selection of activities and giving individual help were decidedly more prevalent than observer ratings noted.

Finally, two of the overall ratings provided in Section III of the Class Observation Scale seem pertinent to this discussion of instructional elements. Two out of three observer ratings given to the SA classes saw the classes generally as being "planned, organized and clear" as well as "highly responsive to the needs and differences of students." Academy staff placed nine out of ten of all of their activities in these categories. Section I, II, and III and related percentages appear as Appendices N, O, and P.

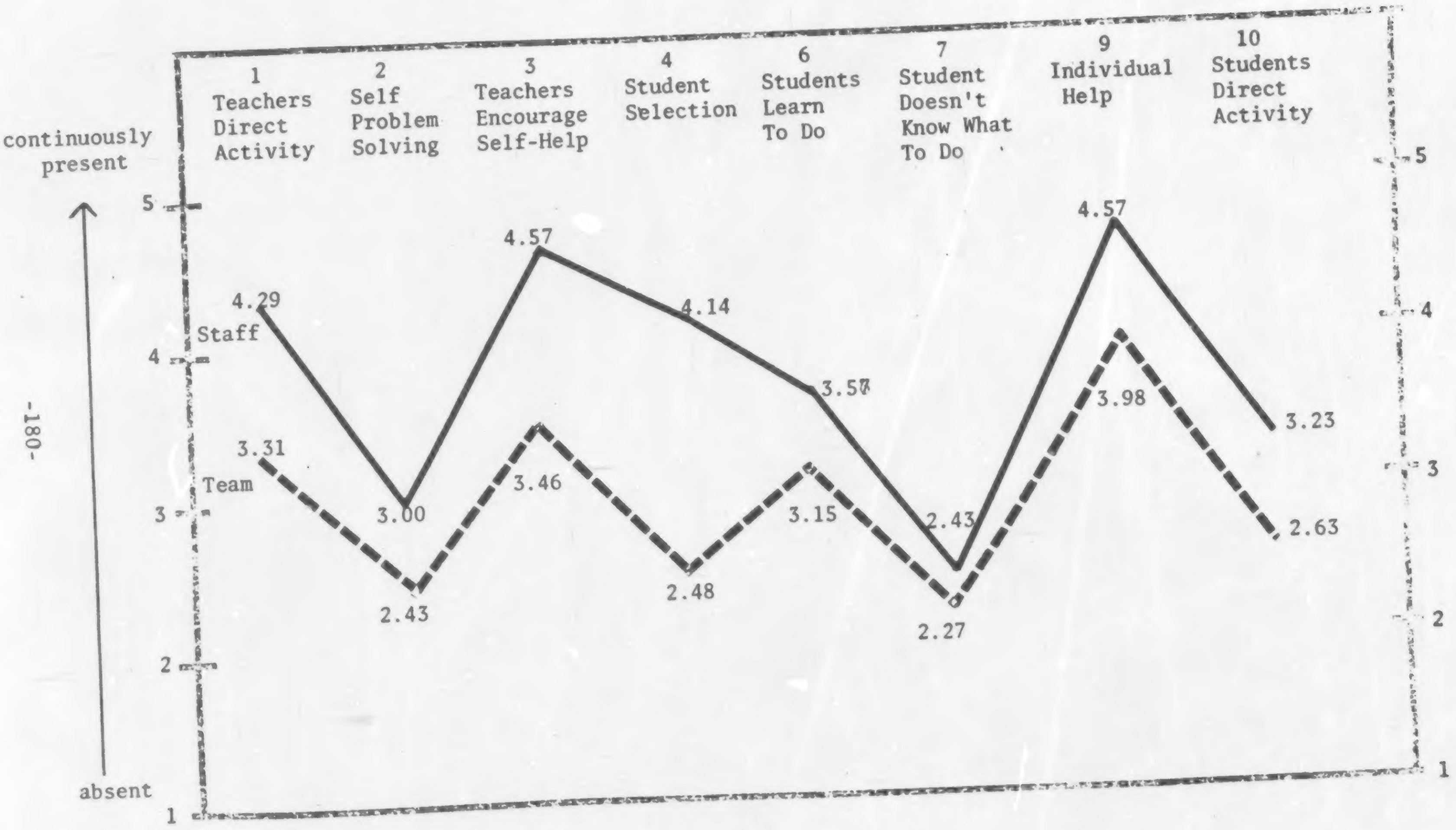
Comments from the observers reveal the full gamut of possibilities being utilized in the instructional elements. Teaching techniques and their implementation can be seen in the following statements. Success and failure also are apparent.

. Drills and games well planned.

. Differentiation in a group setting was visible. Teacher prepared, students responding.

CHART 2

COMPARISON OF TEAM AND STAFF MEAN RATINGS
ITEMS DESCRIBING INSTRUCTIONAL STYLES
(Section II-1, 2, 3, 4, 6, 7, 9, and 10)



- Lesson well organized and planned.
- Students worked without direct help from teacher who did give help whenever required.
- Peer evaluation used.
- Class inactive. Teacher did not actively seek student participation. "Sink or swim" atmosphere prevailed. This is real life.
- Slow moving class--students worked independently most of the time, then exchanged papers to correct errors on each other's papers.
- Did not see much class instruction.
- Teacher tries hard to reach needs of each student.
- Students worked on individual assignments. Fairly well behaved. No problem...Teacher helped each student extensively when requested.
- Some students highly independent and cooperative.
- Students proceed at own pace. Teacher well organized.
- Students offered ideas freely.
- Students shared prose and poetry with peers.
- Students offered personal opinions about their stories.
- Advanced class ability to draw conclusions, recall facts...revealed evidence of concentrated pattern...
- Group planned presentations...teacher moved from group to group--listening to and soliciting plans. Mobility for grouping easily accomplished.
- Teacher used rap session focus and student concern over death of fellow student.
- Classroom circle ideal for lesson...skill in motivating group interaction to key points of lesson. Students responded well.
- Teacher aimed to do as much individual teaching as possible. She tries to personalize reading materials for each student.
- Good discussion and participation. Good leadership and direction in discussion from teacher.

- Classroom atmosphere open and informal.
- Teacher well prepared and enthusiastic.
- Productive class period. Procedure consisted of making individual assignments and movement from individual to individual by teacher. Class size grew from three to four to twelve and back down to nine.
- Class conducted on an individual tutoring basis.
- Zero movement...quick attention to work and presenter.
- Teacher makes supreme effort to do her job.
- Teacher well prepared...Teacher tried very hard to motivate. All students participate in discussion.
- Teacher has much patience with this very small class.
- Teacher very understanding.
- Teacher very patient with late arrivals. Took time to give each person individual attention and instructions.
- No direction apparent--nothing more than an exercise in reading skills development.
- Organized but teacher could have provided greater assistance to students since this was a review for a test.
- Somewhat typical of regular school--except only two in class.
- Class dwindled as students with little to keep them busy decided to leave classroom.
- Teacher directed information to one student only and failed to draw others into the work. Some slept, some worked, others left.

Overall, the review team reported both excellent and mediocre instruction. Generally teachers evidenced careful preparation for their task. They usually exercised much patience and understanding.

Classroom atmosphere was typically informal and open. Great effort was given to attempts at individualization. More often than not the comments from the observer team appear to be on the "asset" side of the ledger.

Section IV of the Class Observation Scale, Teacher Pupil Talk Distribution also provided information for description of the instructional approaches in the SA program. As summarized in Appendix Q, these data provide estimates of percentages of observation time in a given observation that class time was spent for each of the ten Flanders' categories. It would be predicted on the basis of the "givens" of the instructional model at the Academy, that is, pupil involvement and independence, that categories indicating indirect approaches would be those most frequently observed.

This pattern appears to be substantiated in the instances of four of the staff's teaching patterns. In these instances, the greatest proportions of class time were categorized by the review team as involving "accepting feeling" and "praising or encouraging" the students. In the case of two of the staff with the lowest proportions of time recorded for these categories, the highest incidences of "silence or confusion" found in the observations at the Academy were recorded. These staff generally tended to use more of their own ideas rather than accepting or using ideas of students in their instructional strategies. It is also apparent in these classes that student initiated talk was about one half the level of that in the classes of staff accepting or using ideas of students to a greater degree.

Another salient feature of the teacher-pupil talk distribution is the extremely low proportions of time used by the Academy staff in criticizing or justifying authority. Apparently there is concerted effort to reduce conflict in the instructional interactions at the Academy. This condition may be considered as contributing to attainment of many of the affective learning outcomes established by Academy goals.

Inspection of data for Section IV (Appendix Q) shows a similarity of teacher-pupil talk distributions among three of the staff. Two of the staff spent about one-fourth of class time in asking questions. This condition produced very minimal initiated student talk. In one profile with this pattern, the lowest levels of praise or encouragement were found of the observational summaries made of the SA staff's teaching. Patterns of lecturing were generally found to be moderate with the greatest proportion equalling about one fourth of the time. In this case the proportion for giving directions was also the largest recorded for the staff as a whole (19%).

C. Materials

The majority of observations recorded for the three items involving materials in Section I of the Observation Scale were placed in categories of "no pupil to some pupils." These items (B, N and Q) described the following:

- "Materials used are at different levels of difficulty."
- "A wide variety of teacher-made materials such as work sheets, games, transparencies, charts, and other aids is in use."

- "A variety of books is in use in relation to the instruction."

While the observers viewed the materials as "moderately differentiated," and rated the variety of materials and books as "limited," SA staff considered the materials more differentiated and reported greater variety of materials and books. Chart 3 allows comparison of observers and staff.

Descriptions of the resource materials recorded by the observers indicated that teacher-made materials were frequently used. Such materials included worksheets, posters, newspaper and magazine clippings. Flash cards, short story collections, programmed texts, slides and paperbacks were also reported in addition to the anticipated textbooks.

D. Support Systems

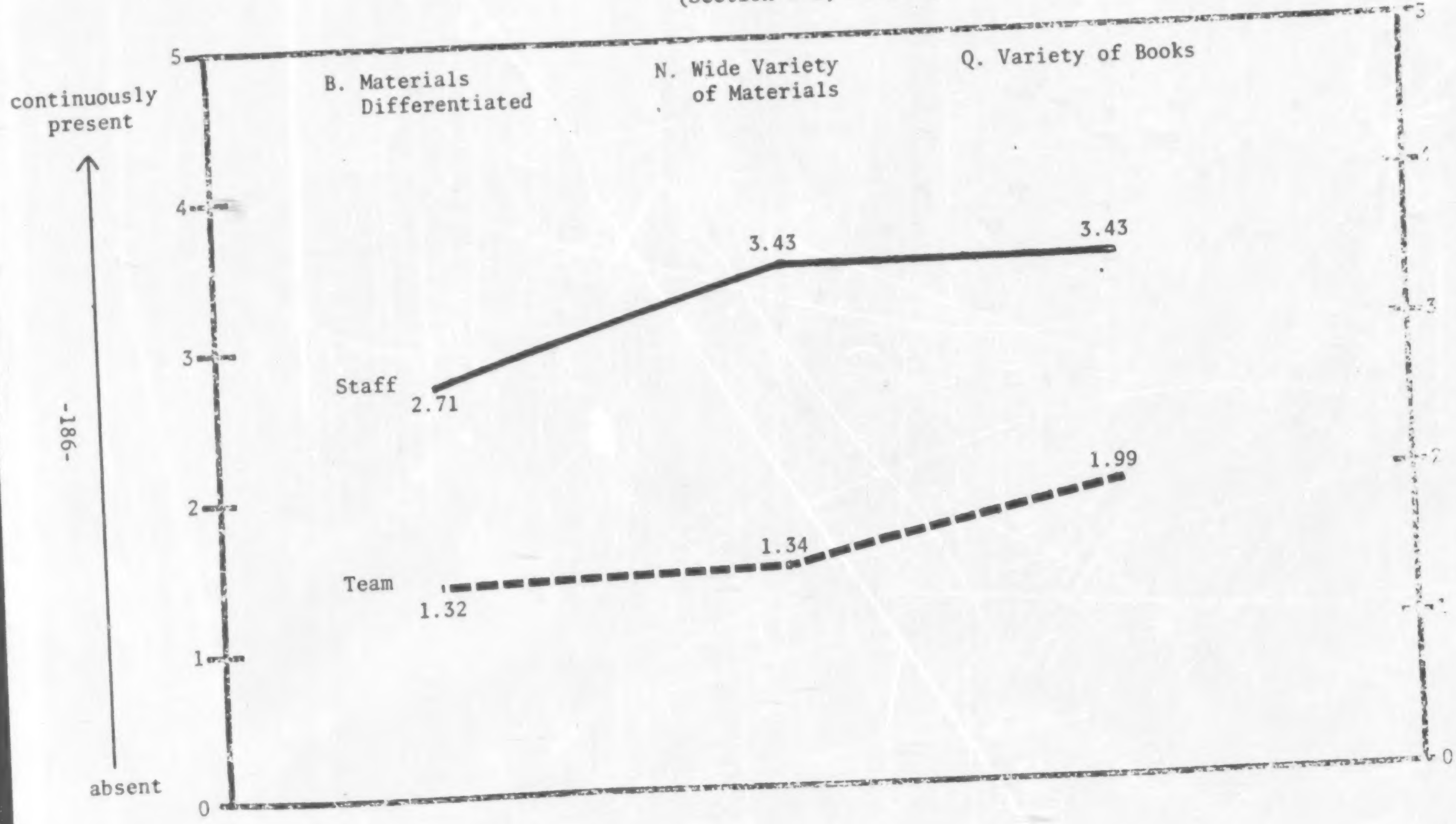
The major support systems for the SA appear to include the use of community persons, institutions and agencies, field trips and the counseling program. According to the Director's statement, support systems should also include planning teams, staff pre-service and in-service training and maintenance of "suitable administrators" and "psychological services." Of particular importance in the Director's viewpoint is pre-service experience emphasizing role playing, problem solving situations to examine consistency of approaches with objectives and curriculum development congruent with program objectives. Faculty development sessions designed to assist faculty in instructional and counseling techniques to reach students effectively are viewed as critically important by the Director. These sessions, building on pre-service, would be held at least monthly. Certain other

CHART 3

COMPARISON OF TEAM AND STAFF MEAN RATINGS

ITEMS DESCRIBING MATERIALS

(Section I-B, N and Q)



interfaces with agencies supplying support services are also considered vital. These desirable services would involve youth recruitment, vocational training, job placement, job counseling, health care, child care and income and transportation subsidies, and others which the disadvantaged teenagers often must have before they can continue their education.

It is evident that a wide gap exists between what is hoped for in the future by the staff and what is operationally present. The Assistant Director notes, "We have been able to give students continuous counseling without making them dependent." The effects of this process for SA graduates observed by the Director have included a broadening of career options and the adoption of meaningful and constructive life styles.

This appears substantiated by student interview data. Each student knew his/her counselor and rated him/her highly. In comparison with those at their previous schools, these counselors were rated as "better" by all but two students. These latter students characterized them as being "about the same."

In an interview with the Assistant Director, the Head Counselor was characterized as an exceptionally effective person. She established rapport easily and is extremely sensitive to the unique problems presented by this student body. This counselor's experiences have brought her face to face with discrimination and prejudice that SA students are accustomed to. Also, her preparation and experience in the field of social work adds another dimension to her effectiveness.

Teachers' ratings that the student-counselor ratio is less than 50 to 1 ranged from "always" to "most of the time."

A similar pattern appeared in their response to the visits of community persons on a weekly basis to share experiences with students. Only one staff believed such a condition to be present "sometimes."

At least two field trips were noted during the period of observations by the review team. As indicated by an observer's anecdotal comment describing a class period after one of the field trips, no preparation for the trip was evident. The interrelatedness of extra-classroom trips to on-going course objectives remains a continuing concern in instructional implementation.

A limited support system is evident at the SA at the present time. The major component consists of the counseling services which appear to be easily accessible to the students.

E. Learning Outcomes

One of the major documentation sources for the degree of attainment of learning outcomes by the SA appears in the Academy records of graduates and follow-up information about their post-Academy progress.

The Director's report notes that approximately 670 students have attended the SA during its four years of operation. Citing follow-up information, the Director notes that of 110 SA graduates during the past two and a half years, only ten are unaccounted for. The graduate profile of post-Academy status shows:

29 attending college or special training programs
11 awaiting entrance to college after having applied
42 holding jobs
7 serving in the Military services
11 reporting "housewife" status

Appendix R summarizes the follow-up data from SA files.

SA has a record of holding approximately one out of three of its enrollees. Lacking data from comparable programs serving comparable students, it is extremely difficult and risky to determine if this estimated holding rate meets expectations.

In the main, these students (N = 7) felt that SA did a better job than their previous schools in developing reading and computational skills. Only two students, and these were seniors (N = 6), rated SA about the same as their former schools in this regard.

In comparing SA with their previous schools, two seniors believed the Academy rated about the same in teaching self-discipline. All others thought it was better.

Teachers (N = 7) were asked to rate their graduates' preparation on eight learning outcomes. There was a consensus that preparation was adequate in reading and writing skills. All except one who "did not know" rated preparation in math as "adequate." On problem solving and understanding of cultural diversity, all believed their graduates to be "adequately" to "more than adequately" prepared. All believed they were "at least adequately prepared" in creative thinking. The only "less than adequate" rating was given by one teacher in the area of aesthetic appreciation. Although three did not know about students' preparation in science, two felt they were at least adequately prepared. (The two who did not rate learning outcomes had been at SA only one quarter.)

Another view of teacher perceptions of learning outcomes is revealed in the strengths they see in graduates. Half believe they are mature, seek personal development and can take responsibility. Two believe that they are able to work independently, are involved with ideas and are concerned with political, social, and economic issues. One says that they can accept intellectual challenges. Still another believes that their strength lies in a sense of personal security and the development of interpersonal relationships. Finally, one says they are better able to handle life than those who come from traditional schools.

One teacher summed up her experience at the SA with this statement:

> Basically, including public school experience, this is the most challenging, frustrating and rewarding experience. Over the past three years, I have seen the most exciting group of students. The difference from public school is that they are listening to a "different drummer". Students are highly creative. Channeling is important. One important factor is that students are here by their own choice.

Five parents believed that what their children learned at the SA is "very much better." Two believed it is about the same. Reading and computation skills are held in the same high regard. All except three parents believed that the SA is doing very much better in developing self discipline and fostering a positive attitude toward learning. Those three rate the Academy a success as "about the same" as the child's previous school.

Observer team ratings of areas related to affective learning outcomes were the highest of all categories rated by the team. The Academy appears to have succeeded in developing a supportive climate. The majority of students, according to the observation team, were considered to reflect generally positive attitudes toward the Academy program.

More agreement appeared between ratings of observers and Academy staff for the three elements (items G, H, and I) related to affective learning outcomes than in any other area of Section I. Chart 4 diagrams the patterns of ratings for observers and staff.

Both observers and staff reported that more than half to all pupils reflected interest in the classwork, participated actively and appeared challenged in their participation. Perhaps the most significant elements emerging from the teaching in the SA classes are those reflecting this high level of student commitment.

Such agreement of staff and observers was also evident in ratings of two items (items 14 and 15) in Section II, Summary of Classroom Environment. A large majority of team observations (90% and 80% respectively) viewed students as "spontaneous" and "confident in what they are doing." All staff observations were within these same categories.

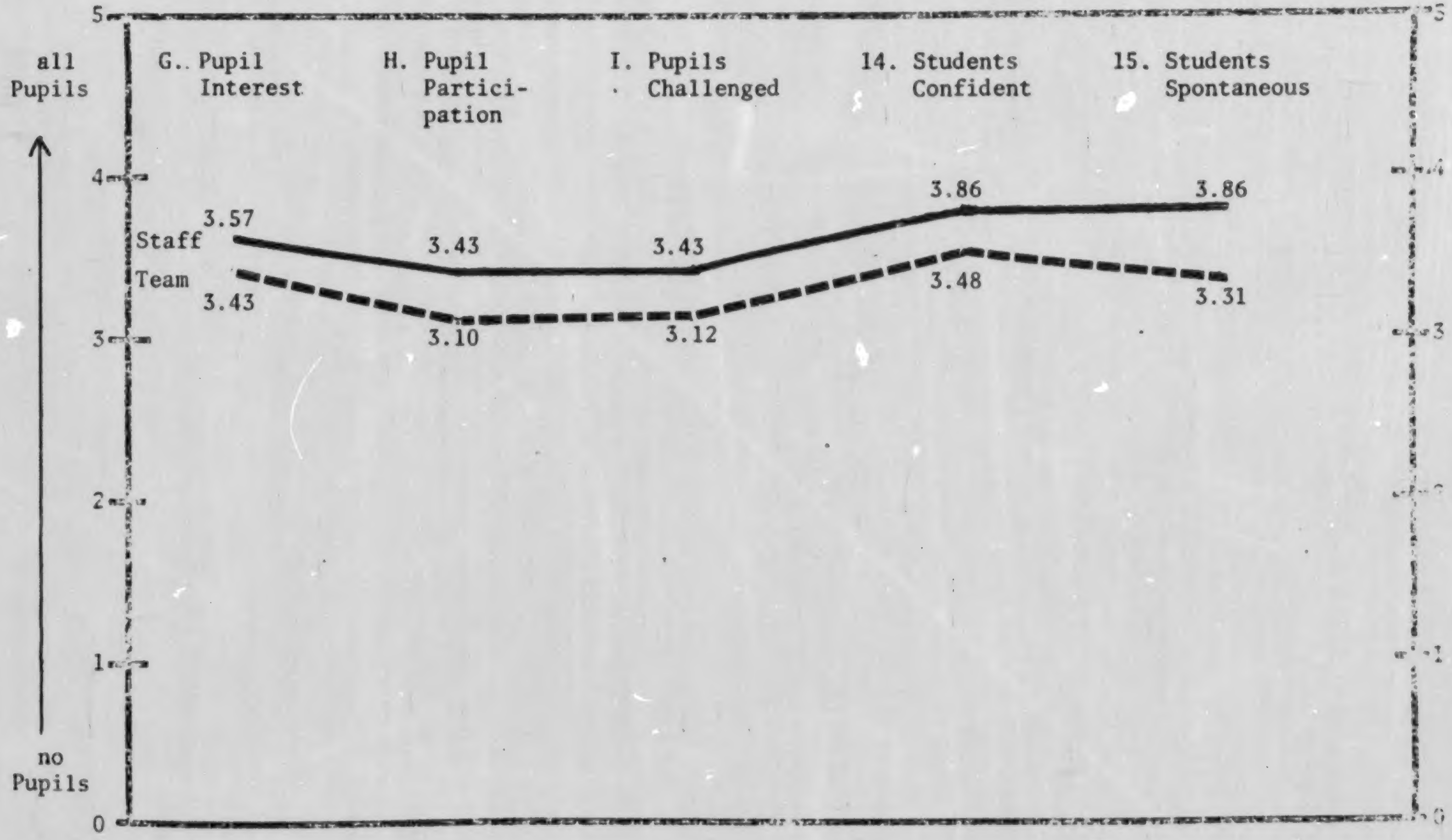
With the cooperation and support of the SA staff, the Comprehensive Tests of Basic Skills, Level 4, Form Q, in Reading and Arithmetic were administered to students who were attending orientation activities on February 20, 1974, for the February-May quarter. The CTBS series (California Test Bureau, 1968) focuses on generally accepted language and number skills common to high school level curricula. A total of 37 students

CHART 4

COMPARISON OF TEAM AND STAFF MEAN RATINGS

ITEMS DESCRIBING AFFECTIVE LEARNING OUTCOMES

(Section I-G, H, I, Section II, 14 and 15)



participated in the Reading Test program and 46 students in the Arithmetic Test program. A total of 35 students participated in both programs--two students taking the Reading Tests, but not the Arithmetic Tests; 11 taking the Arithmetic Tests, but not the Reading Tests.

In all test areas, the percentages of students in the "below average range" exceeded the percentages in the norms for these tests. In the norms, or comparison groups for these tests (students attending urban schools), 23% of the students placed in the "above average" range or stanines 7, 8, and 9, 54% in the "average" range (stanines 4, 5, and 6) and 23% in the "below average" range (stanines 1, 2, and 3). Results in the respective tests for the SA sample showed the greatest performance lag to be in the Arithmetic test areas. Comparisons were made according to the urban norms for students at the middle of grade 10. The "below average" stanine percentages ranged as follows:

Arithmetic Computation - 76%
Arithmetic Concepts - 67%
Arithmetic Applications - 57%
Reading Comprehension - 51%
Reading Vocabulary - 43%

Appendices S and T summarize the performance data on these tests.

An attempt was made to relate test performance at the SA with previous standings on the CTBS tests administered in the Cleveland Public Schools. Thirty-two students in the sample of 63 identified for this review had attended Cleveland schools according to Academy records. A check of their previous Cleveland school records could locate only 22 of these records. Of this group of 22 students, eighth grade arithmetic test data could be compared with the SA data for only nine students. Reading test data for just two students could be matched. These sample data were considered far too small for meaningful comparison.

Another aspect of outcomes of the SA program was the students' attendance rate. A comparison involving a sample of 14 students for whom previous school records could be located revealed an improvement in their average attendance rate after enrollment at SA. Data for their last year in public schools showed a 51% rate. Average attendance for this group at the Academy was 71%.

Progress toward additional objectives of the SA program can be found in the production of unique communications by SA students in their publication, PAMOJA. The PAMOJA featured the original prose and poetry of students.

F. Types of Interactions

Interviews with students (N = 7) revealed that interactions at the SA are characterized as personal, individualized and warm. They observed that the student-teacher ratio is almost always less than 15 to 1, and that the student-counselor ratio is less than 50 to 1. The only problem relationship, as expressed by one student, was between older and younger students. (Age range recorded in the Academy records for the students' sample was 15 to 23.) Most were satisfied with the relationship between different races, sexes, and friends. Two students said that one of the things they liked was that there were no fights. They are friendly with teachers and counselors, and refer to them as well as the Director by their first names.

Teachers considered the relationship among the races and sexes to be very good, characterizing them as healthy, normal, and encouraging personal development. Only one rated tham as "fair."

With the exception of one, teachers have observed a student-teacher ratio as less than 15 to 1, and at least "most of the time," the student counselor ratio is less than 50 to 1. When asked what he/she would change, one teacher would increase the diversity of races in the student body. One also recommended that the type of students brought in, i.e., problem students who won't learn anywhere, should be changed.

Classroom observation data substantiate a warm and facilitating climate at the Academy which supports cooperative interaction between students and staff. About nine out of ten observations of the review team ascribed "often" and "continuously present" to three items (5, 8, and 13) on the scale. For these items, the review team saw students "confident and friendly in approaching and talking to teachers," "teachers and students appearing to respect each other" and "teachers seeming to be comfortable in what they are doing." For these three items, staff self ratings were comparable, but slightly under percentages for "often" and "continuously present" noted by the review team.

A fourth and fifth item were categorized as related to the "interaction elements" of the SA program (items 11 and 12). The review team did not see pupils generally "asking staff members to solve problems," but did record 47% of their observations for "often" and "continuously present" for "teachers evaluating pupils in a manner to stimulate their performance." Staff self reports were likewise less positive for item 11 but preponderantly in the "often" and "continuously present" categories for the second case. Chart 5 illustrates the mean ratings noted by the observer team and staff.

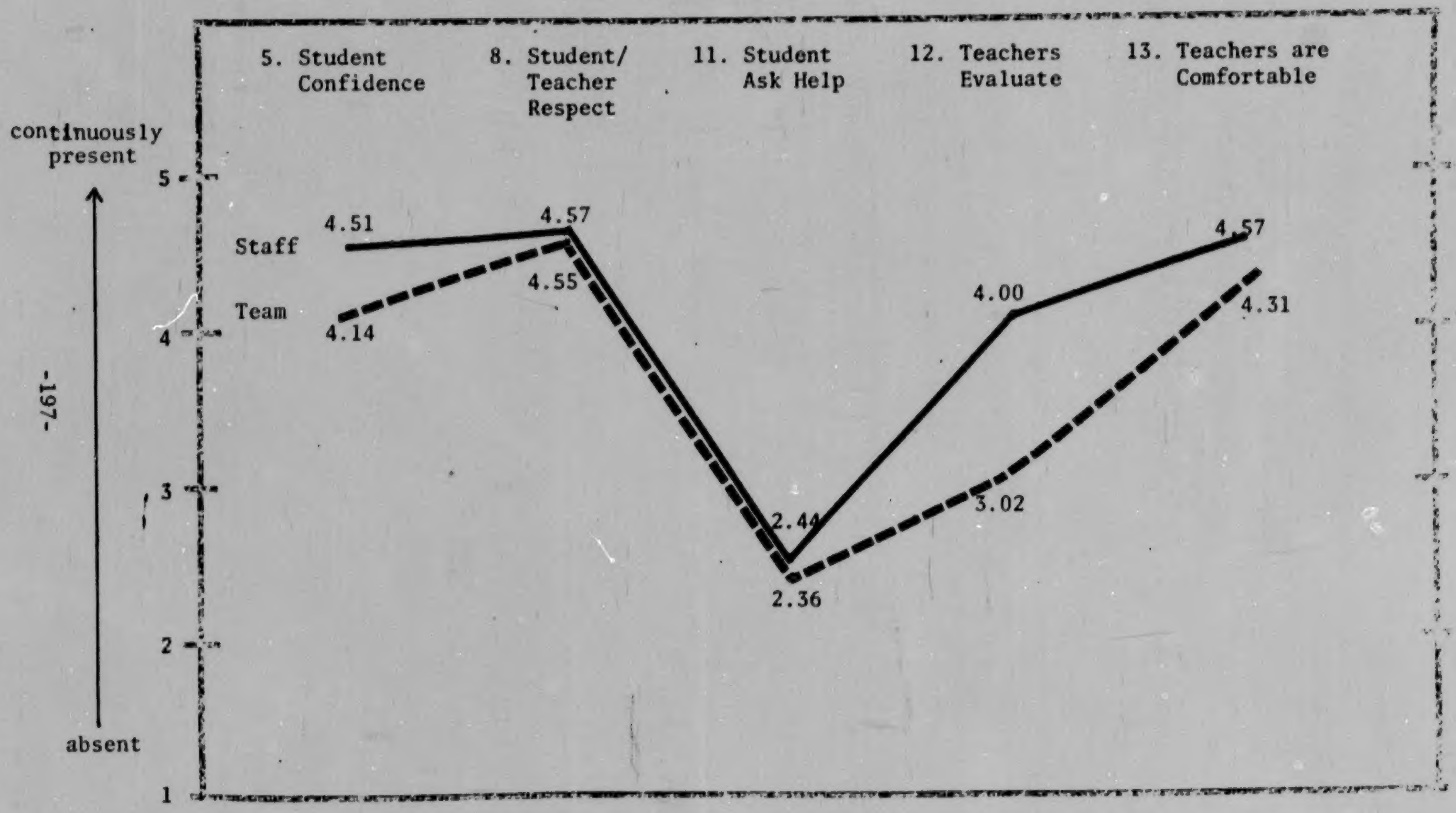
Perhaps the greatest insight into the types of interaction prevalent at the Academy can be found in the review team comments. Generally comments indicate a high level of supportive interaction.

- Excellent student-teacher rapport.
- Interaction between students spontaneous and relevant.
- Atmosphere informal and easy.
- Lots of personal attention.
- Students very difficult. Teacher patient. Students had very short span of concentration. Students appeared to like teacher, but not respect her authority.

Item 2 of Section III of the Class Observation Scale provides a final descriptor of the type of interaction at SA. The review team placed almost half of their ratings for "stimulating, imaginative and enthusiastic" as characteristic of the Academy program. Item 2 is even more pertinent to this discussion. Eight-four per cent of the observations for this item were placed in the descriptive categories of "friendly, warm and understanding."

CHART 5

COMPARISON OF TEAM AND STAFF MEAN RATINGS
ITEMS DESCRIBING TYPES OF INTERACTIONS
(Section II-5, 8, 11, 12, and 13)



Summary

In summary, the SA program has provided the usual high school academic offerings which students and parents viewed enthusiastically. Teachers rated the skill levels as being adequate and above. Specific program lacks were cited in areas such as vocational training, science, physical education and art. Observers noted many problems related to the SA curriculum which demonstrate difficulty in conceptualization of the program of studies.

Teachers have been free to use any instructional approach which they found effective. In doing this, many classes did appear to achieve a measure of individualization. Most classes reflected supportive instructional styles and a central concern for motivating pupils. While a range of excellent to mediocre instruction was observed, teachers generally capitalized on smaller class size to respond to pupil needs.

Certain aspects of the necessary support systems need development and expansion to meet students' needs. Continuous counseling services, however, have been made easily accessible to students.

Affective learning outcomes were the highest of all categories observed by the review team. Standardized test data indicated performance lags compared to levels of the urban norms groups.

Data substantiated a warm and facilitating climate at SA. This condition contributed to cooperative interaction between students and staff.

Current issues involve ways to improve pupils' basic skills, to provide flexible course offerings and to consider newer approaches to individualization.

IV. GOVERNANCE

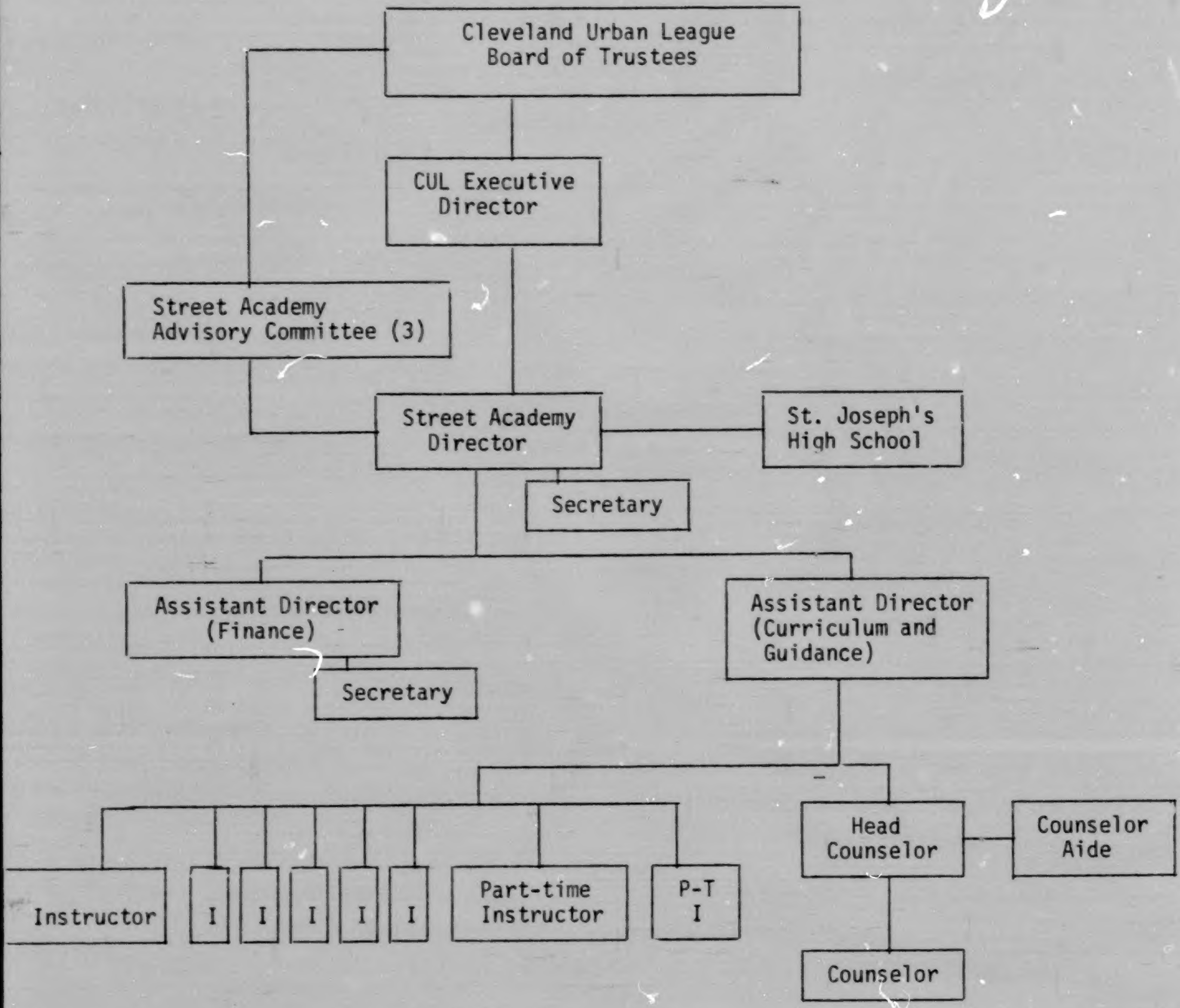
A. Organization

The accompanying Chart diagrams the organizational structure of the SA. As a project of the Cleveland Urban League, SA is legally responsible to the League through its Executive Director, William K. Wolfe. There is an Advisory Committee which is composed of three members. The Chairman of this committee has been, until very recently, a member of the Urban League Board. (This point will be addressed later.) The Street Academy Director, John Addison, is directly responsible to Mr. Wolfe. Although the SA staff has undergone substantial change during the course of this review, its format is essentially in the form in which it is portrayed in the Chart.

Because the SA lacks State accreditation, diplomas are granted through St. Joseph's High School. Mr. Addison certifies to the Principal of St. Joseph's that prospective graduates have completed course requirements commensurate with those required of St. Joseph's students, with the exception of course work in religion.

CHART 6

STREET ACADEMY ORGANIZATION CHART


Cleveland Urban League
Board of Trustees
CUL Executive Director
Street Academy Advisory Committee (3)
Street Academy Director
St. Joseph's High School
Secretary
Assistant Director (Finance)
Secretary
Assistant Director (Curriculum and Guidance)
Instructor
I
I
I
I
I
Part-time Instructor
P-T I
Head Counselor
Counselor Aide
Counselor

B. Financing

The first financial support for the SA came from the following sources: The Cleveland Foundation, The George Gund Foundation, The Martha Holden Jennings Foundation, and Mr. and Mrs. Baldwin Sawyer. Other contributors have included: The Episcopal Diocese of Cleveland, Case Western Reserve University, St. Christopher's by-the-River Episcopal Church, The First Unitarian Church of Shaker Heights, The Junior League of Cleveland, Cuyahoga Community College, Cleveland State University, The Cleveland Public Library Urban Services Department, The Beaumount Foundation, and anonymous donors.

In its third year, SA was supported by the Cleveland Foundation and the National Urban League through a U.S. Office of Education grant. In the past year, the Cleveland Impact Cities Program and United Torch financed SA with three successive grants. Also, the East Cleveland Public Schools have invested $12,000 of adult education funds into the project during the 1973-74 year.

For the eight-month period September 15, 1973 through May 15, 1974 income was supplied as follows: $11,090 from United Torch and $99,780 from Impact Cities. The majority of this amount (77%) was spent on staff salaries. A portion of this 77% went to the Urban League in partial payment of the salary of its Education Director. Also, 10% of the amount expended on salaries went to the Cleveland Urban League as indirect cost. An additional 2% of the total went to the Urban League for fiscal analysis. Supplies, equipment, travel and other operating expenses amounted to 10% of the budget. The payroll is handled by United Torch.

Based on an enrollment of approximately 63 students the per pupil cost for the last nine months was about $1,760. Teacher salary range for a twelve month period has been from $7,500 to $10,200 with a mean of $9,000.

The Director has submitted a budget to the Cleveland Area Manpower Planning Council in the amount of $171,566 to cover funding for the next nine months. If approved, some of the new program items would include mechanical drawing, typing, sewing and physical education.

The Director's Advocacy Statement reports that additional support has come to the SA in sundry ways such as those that are listed below:

1) The Cleveland Welfare Federation provides the same level of aid for students attending SA as students attending other schools when the students qualify for aid.

2) The Neighborhood Youth Corp provides jobs and assistance to students who qualify under their guidelines.

3) The head of the Cleveland Council of Independent Schools from 1970 to 1973 served on the Street Academy Advisory Committee and made continuous valuable contributions.

4) Cuyahoga Community College--The Main and Eastern Campuses--has kept the school informed of programs in which SA students can participate. Their counselors have visited the Academy and invited college-bound students to their campuses for extensive orientation and assistance in entering the schools. At times, they have made their facilities avail-

able for the SA to use on special occasions. Both campuses have given publicity to the Academy and its concept.

5) Cleveland State University, to a lesser but significant degree, has supported the Academy in a similar fashion.

6) Hathaway Brown, University School, have made financial contributions to the Academy, had exchanges and given in-kind service to the Academy program.

7) The Cleveland schools gave the present Director a leave of absence; however, many teachers, counselors, and administrators in the Cleveland school system have supported the Academy by giving voluntary consultant services to the Director and staff, referring dropouts to the Academy and publicizing the program.

8) The Catholic Diocese have been an unexpected but invaluable friend to the Academy. St Joseph High School has acted as a sponsor, issuing diplomas, keeping student transcripts and sending them to colleges.

9) East Cleveland school system has referred 70 students.

The single most consuming problem facing SA during this review was the need to secure finances adequate enough to keep SA open. Therefore, when teachers were asked to list the changes that they would like to institute, the matter of funding was high on the list.

One teacher mentioned the need to alert the entire Cleveland community of their needs. Two teachers differed on the desirability of such funds coming from any public schools, one calling for connection with a system and one opposed to it. The threat of SA closure helped to solidify a group of parents. They began to plan money-raising activities and to exert pressure wherever they could to secure refunding.

When the issue of new funding arose, students were active in designing and executing strategies for raising more money.

Funding was the only topic discussed at a meeting of the Project Advisory Committee that was observed in connection with this review (2/20/74). This Committee, the SA Director and the Executive Director of the Cleveland Urban League agree that funding for periods longer than one year is essential if the SA is to become a more effective entity. History of SA shows that once funding has been received, the Director has had to immediately embark upon the process of drafting proposals to meet deadlines for new funds. Such a situation has not allowed very much time for planning and development.

C. Administration

The Director in a document titled "Philosophy" (Spring 1974), labels his form of administration as participatory democracy, involving three major groups. Staff meetings are scheduled weekly, however, anyone may call a staff meeting at any time, and it is reported that on occasion there have been two in one day. Students participate in rap sessions daily where matters of governance are addressed. Also, a parents' group has recently begun to be more involved in the operation of the SA, particularly where funding is concerned.

A fourth group, the Project Committee is composed of four persons. Henry Doll, Chairman, is a Consultant to Foundations. John Graham is Director of the Cleveland Council of Independent

Schools. David Stevenson is Interim President of the Metropolitan Campus of Cuyahoga Community College. The fourth member is John Addison, SA Director. On occasion, staff members and teachers join the meetings. Although in the past, the Chairman has been a member of the Board of Trustees of the Cleveland Urban League, this was not the case during the period of this study. Roland Johnson, the Chairman who preceded Mr. Doll, moved to another city, and the new Chairman had not been named to the Board. Membership on the Board signifies the supervisory relationship that the Urban league has with SA.

The Committee views its role as one of supporting efforts to raise funds, and consulting and advising on philosophy and the hiring of staff. Members say they have concentrated on fund raising because the existence of SA has been so tenuous. They agree that funding for periods longer than a year would permit them to spend more time on philosophical and curricular consideration. They view their role as analogous to an advisory committee in a public school. Although this Committee has had as many as 11 members the three who remain have been members since the inception of SA.

Mr. Johnson, in an interview with a member of the review team, characterized the members of the Project Committee, both past and present, as having "worked long hours with great dedication".

The Directors' document titled "Philosophy" and discussions with him reveal that the following committees are now functioning: (1) a faculty council, (2) a faculty screening and evaluation committee, and (3) a faculty orientation committee. These are designed to insure that participants have vehicles for decision-making and policy implementation.

"Philosophy" includes, in addition, a section on faculty qualifications that spells out not only educational and experiential prerequisites for employment, but the type of commitment that is required in order to be effective at SA. The last section is titled "Duties and Responsibilities of the Governance Committee and Faculty". It makes clear just what the responsibilities of The Project Committee and staff members are.

In addition to "Philosophy", there is a document, "Personnel Practices" (August, 1973) that sets forth information concerning annual leave and "special leave", both for professional and non-professional staff. The last section addresses the conditions of hiring, firing and resignation. This document is contained in Appendix U. The Director reports that this policy manual is congruent with that of the Cleveland Urban League. The utilization of the documents give evidence that SA operates on clear cut policies. In practice, there seems to be considerable flexibility and cooperation, e.g., staff have worked without pay when funding has run out, they take each others classes in times of emergency, they attend meetings at night and on weekends when the need arises and they do not wait for regular staff or committee meetings when urgent matters arise. The Director's comment is an apt summary of the way personnel policies operate: "We operate according to need rather than law."

D. Participation

As noted above, all teachers except one say that at least "most of the time" all problems are immediately addressed by the students and staff. (One rated this item "sometimes".) Two say that only "sometimes" are students encouraged to participate in planning the program and policies. One wishes for more student participation. Again, only one believes he/she is not involved in decision-making.

Rap sessions constitute an integral part of the SA day, convening at noon and lasting from 15 minutes to an hour. Everyone, including students, staff, director and teachers attend. They are informal and serve a wide range of purposes, for example, day-to-day affairs are discussed, adherence to rules, plans for field trips, discussion of efforts to save SA, and plans to attend the funeral of a deceased student.

These sessions serve as a time to promote community and communication. Students and staff work together to make everyday details simple and easy to accomplish. These sessions serve as the major vehicle through which students participate in governance.

The longer rap sessions are held on Wednesdays from 1:00 to 2:00 p.m. They provide time for cultural growth and political awareness for bringing in speakers from the community.

An enthusiastic parents group has come into being, having been solidified as a result of the impending closing. Earlier attempts to set up parent advisory councils were unsuccessful. Planners miscalculated the difficulty of the task and the staff did not or was unable to work at it with persistence

(Addison's Advocacy Statement).

At the time of this study a parents' group, composed of three persons, was planning a benefit movie, planning to contact the Mayor, City Council and the Cleveland Board of Education in order to gain support for SA.

A questionnaire item asked parents (N=7) to rate parent interest in SA as compared with their children's previous school. Four regarded it as about the same, with one rating it as superior. Two considered it to be either "not as good" or "poorer". Three parents reported that they would like to be more involved in decision-making at SA, but are prevented by their jobs. Three others felt that they were involved as much as they would like to be (1=no answer).

A discussion with Mr. Addison **threw** additional light on the matter of parent participation. The average student age, according to his report is 17½ years. Prior to acceptance of students from Shaw High School, it was 18½. As mentioned above, about one-third of the students do not reside with their parents. These facts can account for disinterest on the part of some of the parents.

Others, however, are characterized as vitally interested. So far they have contacted the news media to make known the plight of SA; they have contacted the Cleveland Board of Education and Cleveland City Councilmen. They have helped to raise money and assisted with graduation exercises. Not only parents of current enrollees but parents of graduates have continued to be involved in the institution.

E. Regulations

A copy of the "Enrollment and Dismissal Policies" of SA appears as Appendix U. These policies provide for a great deal of student movement. They emphasize respect for each other and are designed to keep to a minimum rules and regulations that constrain interaction and the development of maturity.

One item in Section I, Description of Teaching, tapped the SA regulation which allows for freedom of movement of students. Observer ratings for these items e.g., "There is freedom of movement within the class", presented a bi-polar pattern reflecting percentage clusters at the extremes. It would appear that the majority of classes permit great freedom of movement, but in almost one out of three classes observed, little freedom was recorded.

Observer comments emphasize a need for further consideration of possible impact of freedom of movement procedures.

- Pupils enter and leave at will.
- Much coming and going in classroom.
- Classroom chaotic--one girl very troublesome, seemed to influence class. Teacher had no control over this girl.
- One student disrupts constantly--teacher works around this.
- Teacher tried to motivate students by warning them of what the results would be for them if they didn't do their job.
- One student hostile--teacher feels he's improving.
- Troublemaker student.

- Others completely disruptive and disagreeable, but were ignored by those wanting to learn.
- Some students participated. Others didn't. Some students easily distracted. Some mislaid copies of materials given to them as discussion guides.
- Little child of one student moving in and out of class caused some minor disruption.
- Two girls spent entire class period talking to each other about non-class related subjects.
- Two students left class to do some who shopping. Class not organized.
- Students wonder in at all times.
- Very few pupils present.
- Class appeared for only the last 10 minutes of period. Nothing accomplished.

The SA has proposed a "fostering of rules necessary for safety and preservation of learning atmosphere" and "elimination of rules and formalities which cause unnecessary tensions and alienation among people". In light of these observations, review of these procedures would seem advisable.

In general, the parents (N=7) seem to approve of the rules and regulations that govern students. Not one expressed a negative opinion when asked what they thought about the rules. When asked to check what they liked, 5 checked "more freedom". One parent did report that there was too much freedom for some people and that he/she would like to change some of the rules.

Teachers seem to be comfortable with the rules and regulations. One characterized them as carefully thought out and enforced in such a way as not to become an obstacle that inhibits. One believes they are not stated clearly enough.

Students (N=12) in the main, felt satisfied that they have a hand in establishing the rules and regulations. "Most of the time" they believed they are encouraged to participate in planning program and policies. Also, most agreed that all problems are immediately addressed by students and staff. They helped to set up the rules which include permission to eat and smoke in class and to wear one's hat indoors. One felt so comfortable that he said there are no rules. When it was discovered that outsiders wanted to use SA as a hang-out, they agreed that this would not be tolerated.

It is noteworthy that the informality reflected in the use of first names, even for teachers, disappears in the Rap Session when such activities as elections are taking place. Everyone whose name is mentioned is referred to as "Miss" or "Mister".

F. Climate

All data sources that were tapped for this review gave a positive rating to the climate at SA. All persons were eager to talk about it and willingly provided documents that could add to one's understanding of what was transpiring at SA. As has been mentioned previously several times, everyone connected with SA was anxious to see it remain open.

A different aspect of climate has to do with the day-to-day atmosphere that exists. It cannot be created by one activity or person, but rather is the result of the interaction of every dimension which this review has addressed.

The perceptions of teachers, students and parents are summarized below. Teachers rated their attitude about SA as positive. Teachers were asked to list up to three satisfactions they derived from teaching at SA. Their responses were summarized. They got their satisfactions out of helping students who want a chance to learn to achieve, helping them to solve their problems, and seeing students express their own opinions. They like to communicate and relate to students; see them grow emotionally; and develop freedom in charting individual directions. They like relating to students the importance of education and being a part of "a special place of special people". Finally, they like being forced to keep abreast of one's field and keep the quality of alternative education high.

Most students (N=12) describe the SA as a "community" or "family". In comparison with their previous school, they agree that SA is "superior" or "better" in making them feel good just to be there; that this school is interested in them. Eight said they believed that the teachers care and that this is one of SA's positive characteristics. The "community" or "family" atmosphere is enhanced by the warm welcome that children of the students receive. Some spend the day with their parents at the school, and teachers as well as fellow students take turns caring for them when their parents are involved. There are several so-called SA Babies, in that their mothers entered the Academy while pregnant, gave birth, and then returned to complete their work. SA students, in the main, expressed the view that they are treated like adults, not children.

When compared with their children's previous schools all parents (N=7) felt that SA was either "very much better" or "superior" in the interest it takes in the students. Also, they agreed that SA was "superior" or "very much better" in causing their children to feel good, just being there. Only one parent rated SA "about the same" as the previous school on this latter dimension. When asked what they liked about SA for their children, six indicated the care evidenced by teachers. All expressed approval of the relationships that exist among people at SA. Five checked "no fights" as one feature of the SA that they liked.

In general, parents had an enthusiastic attitude toward SA. Six indicated that there was nothing that they would like to change, and that they could think of nothing that they disliked about SA. Six said that if SA remained open, they would allow their children to continue. They gave no definitive reasons except for one who said his/her child did not wish to attend public school. Three had been influenced by friends to send their children to SA. Another had received a recommendation from Shaw High School and a third mentioned problems at the previous school as the reason. Upon graduation three expect their children to continue their education, while the others expect their children to go to work

G. Community

It is SA's goal to make community involvement one of its hallmarks. The creation of SA by the Urban League was an expression of community concern. Membership on its Advisory

Committee over the years had included citizens who volunteered their time and represented a wide range of endeavors. Sources of funding over the year constitute still another measure of community involvement. SA curriculum calls for the participation of persons from the community on a weekly basis. Finally, parents are taking an increasingly responsible role in serving as advocates of SA and assisting it to raise funds.

Reactions to some of the ways the community has been involved are summarized below.

Three parents believed that community interest in SA was about the same as at their children's previous school. One considered it to be superior while two regarded it as not as good or even poorer. They do know that people from the community visit the school on a weekly basis to share experiences with the students. The majority felt this occurred most of the time. Again, parental interest was regarded by the majority as about the same as in the previous school.

Two students believed that community interest in SA was about the same as in their previous schools. Others felt it was better. However, all concurred that people from the community do visit the SA on a weekly basis to share experiences with them.

Only one student thought that parent interest was about the same. All others viewed it as better.

Teachers have observed that people from the community visit the school regularly. This condition was observed by one teacher sometimes, but by all others at least most of the time.

Summary

In summary, the SA as a project of the Cleveland Urban League has been legally responsible to the League through its Executive Director. Lacking accreditation, its diplomas have been granted through St. Joseph's High School. Financing has remained a continuing crisis for SA although diversified sources have responded with funds and in-kind support. Money-raising activities have prevented the staff from devoting full energies to problems of curriculum and instruction.

A Project Committee, functioning as an advisory group, has remained active although membership has dropped from eleven to three persons.

Personnel policies have been applied flexibly and cooperatively by staff and administration.

Rap sessions have facilitated student participation in planning program and policies. Enrollment and dismissal policies provide for a great deal of student movement.

The climate observed at SA reflected an atmosphere of "community" or "family." Parents and students showed enthusiasm toward relationships existing at SA.

V. PROMISING PRACTICES AND LIMITATIONS

A. Promising Practices

The data appear to substantiate the following promising practices at SA.

- SA provides a program that serves the needs of the community.
- Classes at SA were found to represent subject disciplines usually included in the four major academic areas in the typical public school.
- Teachers are free to use any method or design materials which they feel would be appropriate to attain their instructional objectives.
- Interaction between teachers and students at SA has generated feelings of personalization and mutual support.
- A low teacher-pupil ratio has been effectively utilized to maximize responsiveness to pupil needs.
- The positive school climate is characterized by student teacher rapport, sense of community and minimal regulations.
- A high level of staff commitment to the goals of SA is evident in their continuing association with the program despite severe financial problems.
- SA attempts to develop academic skills within the framework of individualization of instruction.
- Student evaluation practices provide for individual rates of development.
- The entire teaching staff appears to be effectively involved in support of guidance program.
- Shared decision-making processes related to school problems and programming envolve staff and students effectively.
- SA has generated financial support from and has developed co-operative relationships with a wide range of public and private community sources.

- Parents, the Project Advisory Committee and the Urban League are committed to the goals of SA.
- Teachers and administrators have structured a mutually supporting, flexible system of personnel policies for SA.
- SA instruction reflects commitment to cultural pluralism.
- Regulations at SA have supported freedom of movement which appears to have reduced conflict and tensions.

B. Limitations

- Financial uncertainty has created a climate of stress and anxiety producing critical time limitations in curriculum planning.
- Present facilities are inadequate for program needs.
- Certain major curriculum areas (physical education, vocational courses, art, sciences) are not receiving appropriate emphasis.
- Lack of accreditation makes it necessary to award diplomas under an umbrella arrangement with a local parochial school.
- Quality of achievement e.g., defining appropriate levels of pupil mastery that are to be attained, so that students may deal with future educational and vocational opportunities, requires improvement.
- Pupil evaluation procedures require improvement to effectively support individualization of instruction and continuous progress.
- The unavailability of psychological services constitutes a critical limitation.
- Provision for child care needs consideration.
- Efforts to operationalize "present" curriculum scope and sequence require intensification by staff with possible expert consultation.
- Reading instruction techniques within various subject disciplines require further refinement.

C. Feasibility Issues

The prospect of incorporating the SA program into public schools raises a number of issues that would require resolution. Hopefully, the promising practices would be maintained and problem areas resolved. Needs to be resolved include:

Philosophy and Rationale	. Need for voluntary involvement of pupils, of staff, and parents who are committed to a philosophy of personalization of education and cultural pluralism.
Facilities	. Need to provide facilities that can support program such as that available in public school premises.
	. Need for specific attention to be given to facilities designed for child care center.
Curriculum and Instruction	. Need for intensive staff development to sharpen competencies for personalization.
	. Need for securing State of Ohio accreditation and adherence to board of education policies.
	. Need to expand program to include full range of program offerings.
Materials	. Need for materials to support individualization of instruction.
Support Systems	. Need to expand resources of guidance program.
	. Need to include psychological services and referral resources.
Learning Outcomes	. Need to determine and maintain pupil mastery levels.
Organization, Administration, and Regulations	. Need to establish working policies consistent with negotiated agreements with unions.
Financing	. Need to secure appropriate funding levels available to all sectors of the school operation.
Participation	. Need to maintain sense of "cooperative ownership" which students feel toward the program.

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SA

APPENDIX A

Addison Advocacy Statement

An Evaluation Report
of
Cleveland's Urban League Street Academy

Prepared
for

The Cleveland Public School System
by

John E. Addison
Project Director - November 1, 1971-May 1974

President - Owen Heggs
Executive Director - William K. Wolfe
Project Advisory Chairman - Henry Doll

Advisory Committee
John Graham
Dr. David Stevenson

FORWARD

Like all human institutions, Street Academy has strengths and weaknesses. Street Academy's greatest strength is it is at once small and yet great in size.

It may appear contradictory to say that Street Academy is small AND large, but the statement is true. The loving use of these two opposite qualities, which have both negatives and positives, permits people at Street Academy to use what appear to be elements that tear down into tools which build -- build positive relations, understandings and characters.

The smallness of Street Academy reduces traffic, which in turn reduces friction, which in turn reduces conflict. In two and one-half years, three fights have occurred at Street Academy among the students and all but one was resolved by students. The smallness of Street Academy enables students and staff to get to know and understand each other. Knowledge and understanding permits individuals to grow inside.

Teachers have grown so "big" that they have learned to work with different personalities and styles to the point that the disunity among the staff, the disunity that once almost tore the ideal apart, is nearly non-existent today. Certainly, with an extremely high staff turnover, especially in the first two and one-half years--a definite handicap--the staff has had to constantly learn to work with students who have difficulties while simultaneously, the staff has had to learn to work with Street Academy's operational philosophy that has been in a constant state of development, and at the same time give input to the development of this philosophy. The teachers and the students had to have a situation that permitted time for understanding, forgiveness and mutual growth. The smallness of Street Academy has permitted this bigness. The smallness of the staff has restricted the development of a broad curriculum; on the other hand, low student-teacher ratios permits a high degree of teacher-student interaction in the school, which enhances a curriculum if it is not a curriculum itself. The smallness of the school's facilities and material resources limit the kinds of staff development programs that would be desireable; however, the smallness permits a closeness that enables the staff to meet on a regular basis weekly, and frequently several times a week, and at night. This closeness instills in the staff a bigness which enables staff and students to give quick attention to all problems that arise -- a definite advantage -- for although every problem is not resolved immediately, usually everyone knows that someone is giving serious attention to the problem.

Street Academy is so small, it can get in the eye of life's whirlwinds and use the storms to facilitate its flight. It is so big, it has the strength and vision to move to the edge of life's whirlwinds and use the winds to facilitate progress in new directions. Street Academy is so small it encourages the staff and students to constantly re-examine themselves. Street Academy is so big, it can accept a multitude of differences. Street Academy's greatest weakness is its greatest strength. It is blessed with such a combination of both that it has survived some very tough blows.

It has come short of its goals, but it has accomplished much. Its potential has barely been tapped. If the Cleveland Community does not recognize and take advantage of what the evidence clearly shows Street Academy CAN BE, Cleveland will lose one of its assets.

INTRODUCTION

I am grateful for having an opportunity to give my assessment of the Street Academy Project. It is difficult for me to take myself out of my involvement in Street Academy and objectively evaluate the Project to which I have devoted myself for two and a half years. On the other hand, I believe that any evaluation that lacks the truest assessment of the Project by a person who has been as intimately involved with it as myself is incomplete.

Therefore, as I write this evaluation I will keep three weaknesses in mind:

1) The writer's personal bias.
2) The writer's attempt to evaluate much of his own work.
3) The writer's need for more insight and a viable precedent for comparing his work.

I will endeavor to write those things which I sincerely hope will assist the Cleveland School Administration in making judgments, concerning the project, that can benefit Cleveland School Children, Cleveland Schools and people involved with the Urban League Street Academy.

PURPOSE

"The ultimate objective of this project is a more effective public school system. There is neither intent nor possibility of creating a parallel educational structure. The Urban League believes that a publicly-supported school system, available to all children, is the only realistic, economical, and democratic solution to the crisis in education."

INITIAL GOALS

To redirect the attitudes of dropouts who have turned away from public school.

To demonstrate that given the right environment, most dropouts can and will complete high school and move on to an institution of higher education.

THE PROBLEM

Concerned members of the Cleveland Community conceived of a Street Academy in response first, to a series of articles printed by the Cleveland Press in 1968, and secondly, to a study done by Cleveland school researchers which involved 1,050 East and West side high school dropouts. The study indicated that the majority of the dropouts wanted nothing more to do with school. It concluded that dropouts associated failure and frustration in life with schools.

INITIAL ASSUMPTIONS

The planners made several assumptions in an attempt to identify specific problems to be combatted if the general problem of dropouts and subsequent consequences was to be successfully eradicated.

1) The young dropouts have the potential to become useful and productive adults.

2) They are excluded from full participation in school and society by their experiences, their frustrations and their consequent attitudes.

3) The dropout does not voluntarily elect to be part of the growing number of the unemployables. He is compelled by the economic necessities of his home life and by his invariably failure-filled past experience with learning.

4) "Street Academies", modeled after the storefront program operated by the Urban League of New York, are an effective response to the problem that had been identified.

5) The dropout wants "in" and knows that obtaining appropriate higher education is his only realistic route to productive participation.

6) The dropout must be reached initially, on his own turf -- pool hall, playground, party or home.

7) At least initially, the dropout's style -- language, dress and life style -- must be accepted.

PROJECT OBJECTIVES

With these assumptions, the operational objectives were set for the Cleveland Street Academy. Students were to be recruited by Streetworkers -- young people who had at least a high school diploma, understood the street world and had the ability to rap with dropouts. It was assumed that the Streetworker would be the key person in the success of the program in that he would make initial contact and follow the student throughout the program.

The school was divided into three stages. Street Academy -- the entry level was to operate:

1) From a neighborhood storefront and often in the streets.

2) On a twelve-month, day-and-evening basis, often seven days a week.

3) In conjunction with drop-in center programs, then being launched by the City of Cleveland.

4) A program which did not put the obstacles of age, dress, language or elaborate testing in front of students as entrance requirements.

5) An unorthodox educational program.

6) An individualized,tutorial study program designed by the teaching staff to help the student reach the eighth grade reading competency.

7) A program which street workers and all other staff would assist in counseling students with personal or home problems which have contributed to a dropout's previous failures and negative attitudes toward learning.

8) A program, in which part-time jobs would be found through the Neighborhood Youth Corps, for all students who need small incomes to remain in the Academy.

9) A program the student could not fail and would compete only with himself.

The second stage was called Transition. The Transition Academy was to:

1) Serve as a bridge between Street Academy and Circle Prep.

2) Effect more formal classroom and teaching methods.

3) Provide a greater variety and more advanced course curriculum.

4) Offer courses which the students find more exciting (e.g. African studies, journalism, and drama).

The third stage was to be the accreditation stage, patterned after the New York Street Academies' "Harlem Prep School" which had as its goal to prepare youth for college. In Cleveland, the school was to be called Circle Prep and would accomplish the following:

1) Provide students the opportunity to decide when they were ready to enter this more academically demanding stage.

2) Provide a curriculum of 11th and 12th grade college preparatory courses.

3) Provide the students with the necessary competencies and credits for college admission on a competitive basis.

It was hoped that initially the accreditation stage would be operated by private schools or universities in the Cleveland area.

GOVERNANCE

The total Street Academy Project was to be run by a project director assisted by the Executive Director of the Cleveland Urban League and its Board members. The director was to be responsible for planning Circle Prep and for helping to find funds Each Academy was to have a neighborhood Advisory Board. The neighborhood Advisory Board would include six or seven adults (in most cases, parents of dropouts enrolled in the program) and three or four students, participants in the Street Academy program. The Board was to meet regularly with both staff and students and was to be responsive to the needs of both the neighborhood and the program, as the street academies became truly community schools.

FINANCING AND ITS EFFECTS

The first financial support for the Street Academy Project came from the following sources:

The Cleveland Foundation
The George Gund Foundation
The Martha Holden Jennings Foundation

Other contributors include:

The Episcopal Diocese of Cleveland
Case Western Reserve University
St. Christopher's by-the-River Episcopal Church
The First Unitarian Church of Shaker Heights
The Junior League of Cleveland
Cuyahoga Community College
Cleveland State University
The Cleveland Public Library Urban Services Department
The Beaumount Foundation

In its third year the Project was supported by the Cleveland Foundation and the National Urban League through an Office of Education Grant. In the past year, the Cleveland Impact Cities Program and United Torch financed Street Academy with three successive grants. Without the generous and timely support of all the foundations, organizations and agencies that contributed to Street Academy, there would be no discussion.

Paradoxically, although the support of Street Academy has been generous and timely it has been insufficient and untimely. No one can be faulted. Street Academy in 1969 was a pioneer education project and there was no way for the planners or the providers to predict the exact amount of intellectual, energy, experiental and financial resources that would be needed in order for the undertaking to succeed in showing a potential that was worthy of continued investment. Yet and still, the continuous search for funding sources, the multitude of reports that many of the financiers rightfully requested, the continuous and frequent development of proposals and budgets to meet guidelines of the National Urban League and governmental agencies severely limited the development of the Project. It forced philosophical changes in program objectives, it diverted the efforts of the staff from working with people to working with paper and ink. It added financial insecurity to a staff of people who already saw themselves as being under a public microscope. People attempting to develop a new idea involving the multitude of variables necessarily present in people oriented projects need a guarantee of a reasonable amount of time in which to work, and a reasonable degree of freedom.

The foundations were most sensitive to the above stated people needs and were the least demanding.

The following companies, agencies, or educational institutions expressed enthusiastic support for the program but wanted to withhold financial support until there was some visible demonstration of the program's worth:

National Alliance of Businessmen
Warner & Swasey
General Motors
Xerox
Cleveland Cliffs Iron Company
T.R.W. Corporation
Ohio Bell Telephone Company
Standard Oil of Ohio

Cleveland Welfare Federation
Mayor's Commission on Youth Opportunity
Neighborhood Youth Corp
Cleveland Council of Independent School
Cuyahoga Community College
Glen Oaks Academy
Hathaway-Brown School
Cleveland Board of Education

In sundry ways several of them and some not mentioned here have taken the initiative to support the Project with the resources available to them.

1) The Cleveland Welfare Federation provides the same level of aid for students attending Street Academy as students attending other schools when the students qualified for aid.

2) The Neighborhood Youth Corp provides jobs and assistance to students who qualified under their guidelines.

3) The head of the Cleveland Council of Independent Schools from 1970 to 1973 served on the Street Academy Advisory Committee and made continuous valuable contributions.

4) Cuyahoga Community College -- The Main and Eastern Campuses -- has kept the school informed of programs in which Street Academy students can participate. Their counselors have visited the Academy and invited college bound students to their campuses for extensive orientation and assistance in entering the schools. At times, they have made their facilities available for the Academy to use on special occasions. Both campuses have given publicity to the Academy and its concept.

5) Cleveland State University to a lesser but significant degree, has supported the Academy in a similar fashion.

6) Hathaway Brown, University School, have made financial contributions to the Academy, had exchanges and given in kind service to the Academy program.

7) The Cleveland schools gave the present director a leave of absence; however, many teacher's counselors, and administrators in the Cleveland school system have supported the Academy by giving voluntary consultant services to the director and staff, referring dropouts to the Academy and publicizing the program.

8) The Catholic Diocese have been an unexpected but invaluable friend to the Academy. Saint Joseph High School has acted as a sponsor, issuing diploma's, keeping student transcripts and sending them to colleges. The contribution of the Catholic School system has been two generous to be believable.

9) Many other schools, organizations, agencies, businesses, and branches of the news media have given invaluable support to the Academy though I will not list them all here.

ASPECTS OF THE PROJECT ASSESSED

Street Academy has now been in operation four years. The evaluator looks back and attempts to answer the following:

1) Did the Street Academy Project achieve its goal?

2) Are the results worth the money that has been invested in the project?

3) To what extent did the first assumptions prove to be correct or incorrect?

4) To what extent were different aspects of the program successful or unsuccessful, workable or unworkable?

5) What changes were made in the original program?

6) What impact on the quality of the program did the adjustments have? Do the adjustments hold viable promise for the long range growth of the Project?

7) What special strengths and constraints has it had to work with?

8) Recommendations for the future.

AN EVALUATION OF RESULTS

In the four-year history of the Street Academy, approximately 670 students have attended. In the past two and a half years 110 have graduated. Twenty-nine of the graduates actually attend a college or a special training program that requires a college diploma for entrance. Eleven have applied to a college and are waiting entrance. Forty-two of the graduates have jobs. Seven are in the service. Eleven are housewives, and ten are unaccounted for.

What do the results say and what do they fail to say? The results suggest that many students who drop out not only want to complete high school, but given a chance will demonstrate the fortitude to return to school and finish. The results suggest that many students who could not successfully perform in a public school can perform well in an atmosphere such as that provided by Street Academy. The results show that Street Academy has not provided "the" answer and that much more work needs to be done if we are going to diminish the large numbers of school dropouts, decrease the number of delinquents in our society, reduce the number on welfare rolls and increase the number of productive citizens. The results do not tell what factors motivated youth to come to Street Academy or complete the program. The results do not tell why two-thirds of the public school dropouts dropped out of Street Academy. In the remaining part of this discussion, the evaluator would like to deal with the above questions by:

1) Providing one interpretation of the results.

2) Examining the initial implementation process.

3) Describing and assessing program changes.

4) Discussing program strengths and weaknesses.

5) Recommending procedures for further developing the project.

In this effort the following aspects of the project will be discussed:

1) Initial goals and reality.

2) Assumptions.

3) Adjusted assumptions

4) Governance

5) Project Implementation
    a. Structuring a Model
    b. Instruction

6) Program Changes
    a. Goals
    b. Identifying Performance Objectives
    c. Revised Goals
    d. Method
    e. Observable Objectives
    f. The Street Worker
    g. Governance
    h. Structure
    i. Inservice

7) Cooperating Relationships
    a. The Cleveland Schools
    b. Agencies, Schools, Universities and Businesses

8) Program Strengths

9) Program Weakness

10) Recommendations

11) Conclusion

GOALS AND RESULTS

Developing an educational model for the purpose of attracting physical and mental dropouts back to school was and is laudable. The goal of using the model to bring about a more effective school system was and is equally laudable.

The Street Academy Project has made progress toward achieving the first goal though it has not reached it. At least 90 percent of the Street Academy graduates and many of the non-graduates who left Street Academy with new determination have left welfare rolls, have taken children off ADC and have sidestepped paths leading to penal institutions.

These young men and women are now or will soon be taxpayers rather than tax burdens. The 110 graduates will, in any given two years, more than repay our society for the total cost of the Street Academy Project in its four-year history. Those who were receiving public assistance and those who were headed for correctional institutions will, in a single year, save society more than the total cost of the Street Academy Project. Even so, the goal of persuading the majority of dropouts to return to school and aspire to college has not been realized.

From the beginning, Street Academy lacked the human expertise, time and material resources to realize the full potential of the plan.

College may not be practical goals, for many youth and adults do not perceive college as the only route to a more productive life. Many of the dropouts who come to Street Academy after formally withdrawing from school, were beset with so many life problems - caught with only elementary skills, financial responsibilities, poor motivation for application to academic endeavors - that Street Academy lacked the resources needed to support them long enough for the amount of change needed in their life outlook to support a character growth sufficient for them to achieve their educational goals.

The fact that this first staff kept a student body out of which approximately twenty-five later graduated; several of which went on to college and are succeeding;

is a tribute to their dedication. It is also a commentary on the inadequacy of public school for many students, since these dropouts preferred a school that had as many weaknesses as the first Street Academy to any of the public school options in Cleveland.

For reasons given above, the three stages could not demonstrate effective -- not to mention alternative -- techniques of teaching dropouts. No one really identified suitable criteria for moving a student from Street Academy to Transition. The Transition curriculum did not vary greatly from the Street Academy curriculum and there was duplication of subject matter between the two levels because of lack of cooperative curriculum planning and need for additional skill reinforcement with the students. Students were given an opportunity to suggest courses but showed little desire to do so. Few of them showed any special interest in African studies, journalism, and drama. This was due in part to the fact that few of the teachers were capable or inclined to teach these subjects in a traditional or creative way.

Circle Prep became a reality but not according to design. Most of the students who reached Circle Prep did have improved skills and improved attendance. They did have a special pride about being in Circle Prep and had a desire to go to college. Once a sponsor was found for the issuance of a diploma, students were promoted on the basis of the number of carnegie units earned; consequently, the idea of moving students to Circle Prep when they felt ready never got a real trial. Students were moved who had earned many units, but often had serious deficiencies in academic skills. The Circle Prep staff was unable to provide all the students with the competencies they needed to attend college. Some students who had the ability and the desire to go to college lacked money and/or support from their parents.

Finally, many of those who had the academic background to complete a high school program and saw a need to, could not see either a career, or the money to finance a college education at the end of their high school experience. This goal may not be practical for many youth and adults do not perceive college as the only route to a more productive life.

The final goal, affecting a more effective public school system, is difficult to assess. Public schools are adapting alternative approaches to providing more effective educational experiences for children every day. Who can say what combination of voices in education is influencing change? One school system in Cuyahoga County plans to open a school modeled after Street Academy and two have explored the possibility of starting models. Whether the Cleveland Schools adapt such a model or not remains for the future to tell.

THE ASSUMPTIONS

The evaluator believes that three of the five initial assumptions except for two, were and are correct. Dropouts do have the potential to become productive adults. Dropouts are excluded from full participation in school and society by their experiences, consequent attitudes and frustrations. A dropout does not elect to be part of the growing number of unemployables. He is compelled by the economical necessities of his home life and by his invariably failure-filled past experience with learning. If there is any area in which the Street Academy has had success, it is getting dropouts to view school as a place that can be friendly and relaxed. This is evidenced by the fact that almost daily, graduates and Street Academy dropouts continuously return to the Street Academy to rap with staff or seek guidance. In addition, Street Academy students,--graduates and dropouts have been the school's most effective recruiters.

The problem of getting dropouts to overcome attitudes that shape behavior and study patterns which arise from failure filled pasts, school frustration, poverty, and I might add inadequate parental support, adolescense and a still bigoted and selfish adult world, is a much more deep and complex problem than the planners realized and adults in positions of responsibility dare to admit.

If the New York model of a Street Academy was implemented as it was in New York, it did not work for Cleveland. The Cleveland Street Academy had to be adopted to the social and economic situations in Cleveland. Further details on what the Cleveland Academy was like and how it has changed will be given below.

The assumption that dropouts know that appropriate higher education is their only realistic route to productive participation cannot be assumed. Many dropouts cannot perceive of any type of higher education being beneficial to them. Many of them believe that a diploma is more necessary than an education. To change this attitude requires patience, persistence, and understanding. Some have not identified marketable skills which they might potentially develop. Some don't believe they can develop any marketable skills and have a low estimate of their own worth. Finally, some believe that society will not permit them to share in anything worthwhile no matter what skills they develop.

ADJUSTED ASSUMPTIONS

After the staff had some success, and failures with serious attempts to implement the objectives of the Project, they developed a deeper understanding of the seriousness of forces outside of school which were obstacles to the dropout re-orientating himself toward completing his education. Below are some of the staffs perceptions.

1) An individual's failure to learn in early grades is a more serious

obstacle to attendance in school than school oriented frustrations.

2) The adolescent's preoccupation with sex, peer relationships and finding a satisfactory social identity and life style is an obstacle to altering patterns of behavior.

3) Students caught up in destructive habits such as taking narcotics, stealing, and pimping needed more than a dynamic school and a rapping session with a Streetworker.

GOVERNANCE

The initial governance policy was inadequate and unrealistic. The Urban League Executive Director, and time was divided between several Urban League Projects. The project director had to function like a superintendent. He was to be responsible to the Executive Director and the Project Committee, (a committee selected by the Urban League board). The Academies came to be supervised by head teachers (as they were called rather than academy directors) who had never taught, administrated or supervised anything, the schools needed a full-time, on-the-job educational administrator in order to get off the ground.

Parent advisory councils were to be set up. A few efforts were made and they failed. Whether it was possible to set them up, no one knows; however, it is clear that planners miscalculated the difficulty of the task and the staff did not or was unable to work at it with persistence.

PROJECT IMPLEMENTATION

Street Academy records show that a great deal of time and energy went into planning the Academy. The people who worked on the initial plans were qualified, capable, and dedicated; nevertheless, the preparation for beginning the program was inadequate. A philosophy of management and general objectives were started. The objectives had no criterion for an observable standard. Enabling objectives were never formulated.

Operational and enabling objectives seem to be two crucial factors in the establishment of a model system that has transferability. Other factors necessary for the establishment of a transferable model is a staff that has the experiential resources and time to assist in designing the model, an evaluation system for it, and a staff preservice and inservice program that is congruent with the objectives. Unfortunately, neither of the first directors nor the staffs had the experience or time needed to structure a truly identifiable model capable of consistently achieving the general objectives.

At first, students simply dropped in and out of school and classes at will. This proved frustrating to teachers because there was no day-to-day consistency between lessons. Few, if any, had skills at individualizing instruction creatively. Most of the students needed much skill development in reading, but most of the teachers were not skilled at or disposed to incorporating reading development into their lessons. The classes were non-graded, but soon after the program began the students wanted evaluation. The staff felt compelled to comply but was at a loss as to how to institute an evaluation system and not have failures.

INSERVICE

Retreats and inservice programs were held for the staff and advisory committee; however, the evidence indicates that the staff was at such a point of frustration and diversion in philosophy regarding what the school should be that the meetings only served to foment growing disunity in the staff. The staff differed on the degree of informality the school should have, whether or not there should be an admissions criteria, and when students should move from one site to another.

One of the operational objectives was to eliminate teacher time spent on paperwork and student records. Consequently, the initial staff did not develop attendance and record keeping procedures. Dropouts literally dropped in and out of the Academy classes. This policy was too informal. Every program needs to have some invaluative instruments and accountability to the organizations that invest in them and the public it serves. Even the students desired to see and know that teachers had objective evidence of their performance. The staff soon realized that accountability and records were needed, but a serious attempt to develop uniform procedures was not made until the academy entered its second year of operation.

This failure was probably a result of there being several months when the project had no director or a part-time director. Even when the project obtained a full-time director, he, without administrative experience, had to accept the challenge of being chief fund raiser, publicity agent, school administrator and educational leader. After the second year the problem was addressed, and in the nick of time, for new funding agencies demanded such detailed records that the task of reporting absorbed a quantity of time and energy that diverted the staff from givin sorely needed time to students.

The first staff was given an impossible task. They were expected to teach, develop curriculum, work twelve months a year, day and evening -- and often seven days a week. For the most part, they had never before taught or worked with dropouts. They were supposed to implement an undefined, unorthodox system of education without ever having worked with dropouts or potential dropouts in an undefined unorthodox school situation.

STRUCTURING A MODEL

The new director suggested that a system be developed that prevented failure and that teaching at every stage be directed toward meeting the interests and needs of the students. Further, he requested that all innovative methods and methods designed to motivate students be documented. A grading system, based on learning objectives, was planned. One goal was to make operational a system whereby a student could progress at his own pace, see his progress and be evaluated on the basis of how many objectives he obtained, rather than how far someone else progressed. Progress toward implementing this system was slow. Teachers became concerned that the system might take them back to the time when evaluation was so informal that students and teachers were frustrated by the lack of guidelines.

Students did indicate that they felt free of competition from others; however, the new system did not prevent more than 50% of the students from failing. The system was unsuccessful for five reasons: One, teachers had trouble with, or were reluctant to accept the idea of teaching by objectives; two, teachers had trouble articulating performance objectives; three, teaching by objectives required a higher degree of skill at individualizing instruction; four, the staff felt a necessity to include attendance as a standard of progress and 90% of the students had poor and sporadic attendance; five, the staff never resolved how to get students to complete incompletes from one academic period to another.

The absence of penalties for poor attendance helps to relax the student. The four, eleven-week academic periods give some students the feeling that they will automatically progress faster and some, that they need not be concerned about progress because they can easily make the work up next quarter. The strength here is that a student who fails to get credit for a unit of learning objectives does not fail a grade and can remain in the school until he is ready to move. A weakness is that students sometimes think that because they can take a course again quickly, that they can progress faster. Some also feel that because no one puts a really adverse stigma on them for failing to progress, the work is easier. Neither case is true and it is difficult to talk the student out of this false illusion.

INSTRUCTION

One vehicle through which failure was to be reduced was through innovative teaching practices. This approach to instruction was implemented and has remained constant for the most part. Variation in the effective has depended more on the ability of the teachers to relate to the students and to use what has long been regarded as sound pedagogical practices. Only a few teachers made efforts to individualize instruction, team teach, or utilize outside resources until the 1973-1974 school year. Many teachers used a lecture approach and put little emphasis on interaction in the classroom.

To the credit of the teachers, many students were motivated by the teachers' sincere interest in them, often evidenced by attention given them outside the classroom situation. On the debit side, the majority of the teachers blamed student failure on student attitude and made little effort to consistently experiment with approaches which might motivate the students. Prior to 1973, the belief grew among the professional staff that the majority of the dropouts were unsalvageable. Teachers were reluctant to criticize their work and appeared threatened by suggestions that they might do things in a different way. The majority of the staff rejected the idea of bringing in outsiders to conduct instructional workshops, even reading workshops, though all admitted that reading was a serious problem among the students and that few of the staff had the skills to incorporate reading into their lessons.

After the teachers rejected aid, they were asked to describe their courses in terms of performance objectives and standards. They were told instruction would be evaluated on the basis of observable results which they predicted. At first the objectives were written but not well, and not in spirit. This failure was due to inadequate preparation for writing performance objectives, lack of belief in the value of having them, and fear of evaluation.

The director continued to pursue the goal of getting teachers to state objectives in observable terms. The present staff has made a sincere effort to accomplish this. Some of the teachers either do not yet have the skill or appreciate the value of getting regular feedback from the students.

The director has made progress with some teachers in using examination of instructional objectives as a tool for motivating teachers to assess their instructional approaches. As a result, many of the teachers are working hard to examine and improve their methods.

PROGRAM CHANGES

Three project directors were charged with administrating the Street Academy in its first seventeen months and during five of those months there was no director or full-time director. With each new director came program and management changes. The latest director who is writing this evaluation, has served the last two-and-a half years. He has already discussed what he views as occurring in the first seventeen months and some of the new efforts made to produce a more effective program.

GOALS

By the end of the second year, it was generally accepted that the majority of the dropouts who entered the program would not go to college. There was still hope that most youth who entered would graduate. However, with many 19 and 20 year old youth entering the Academy with no ninth grade credits and only fourth or fifth grade skills, it was accepted that many would not go to college. A discussion began regarding whether or not the Academy would continue to seek the eventual take-over of the Project by the Cleveland School system. There was general agreement that as a long range goal, this was still the wisest course of action.

Identifying Performance Objectives

In the summer of 1972, the staff formulated a set of performance objectives for the students upon graduation. In summary they were as follows:

1) Students would be able to establish constructive goals for themselves.

2) Students would be able to make curriculum decisions.

3) Students would be able to discuss a wide range of employment options.

4) Students would be able to tell the approximate cost of a college education.

5) Students would be able to participate in an interview situation with poise.

6) Students would have a good command of the communicative skills.

The teaching and the counseling staff were asked to gear themselves to accomplishing those objectives.

Teachers were asked to rewrite the performance objectives for their courses and develop course objectives that were oriented toward the students needs and interests. The request was not enough. Teachers structured their courses around what they and most teachers feel the students want, rather than interests and immedia needs students have.

The goal was not forsaken. The curriculum underwent three additional revisions in the next year, and teachers attempted to move toward having more student oriented and fewer discipline oriented courses. The latest statements of objectives and methods and performance standards are below.

REVISED GOALS

The goals which are given priority at the school are as follows:

1) To graduate or matriculate through the GED, thirty students, annually.

2) To enroll one hundred students annually to replace students who graduate or leave the program for other reasons.

3) To have every student prepared who leaves Street Academy, to make his next step in life after leaving Street Academy a successful one.

4) To maintain an environment which permits and fosters open, frequent and informal communication between students and staff.

5) To maintain a type of team approach to program development and problem solving which permits and encourages all staff, parents and students to participate in as many areas of decision making as is feasible.

6) To demonstrate to each student that all he has learned in life has value and can contribute to meeting his or her immediate and future needs.

7) To maintain a system of evaluation for students which puts an accent on what they achieve rather than on what they do not achieve.

8) To retain a staff that has an attitude and operational style which permits the school to continuously develop methods and activities that adequately respond to changes in society and accept newly recognized truths in educational practice.

METHODS

1) The Street Academy will attempt to prepare every student to make a successful next step in life after leaving the Academy by:

   a. Designing curriculum and, experiences to give students an opportunity to acquire and develop the personal skills and attitudes needed to get employment and relate to peers in social situations.

   b. Exposing students to career and educational opportunities.

   c. Providing students with an opportunity to experience what it is like to work on a job of their choice.

   d. Assisting students in deciding what they will aim for after leaving Street Academy.

   e. Helping students to get started toward the direction in which they want to move after leaving Street Academy.

   f. Providing typing instruction.

   g. Providing sewing instruction.

   h. Providing mechanical drawing instruction.

2. The Street Academy will maintain a school environment which fosters open, frequent and informal communication between students and staff by:

   a. Hiring a staff that fully understands and is willing to work toward this goal.

   b. Enrolling as many students as its present facility can comfortably handle, which is one hundred each quarter.

   c. Maintaining a maximum instructor-student ratio of 15 to 1 and a counselor-student ratio of 40 to 1.

   d. Providing new students with the kind of teacher-interaction experiences in their orientation to the school which demonstrate the above intended goal.

   e. Eliminating all rules and formalities which cause unnecessary tensions and alienation among people and establishing only those rules necessary for safety and the preservation of a learning atmosphere.

   f. Having a minimum of one all-school open discussions each week.

   g. Encouraging interaction in all classes.

   h. Mandating that each person respects all other persons' feelings and roles in the school.

3. The Street Academy will maintain a type of team approach to program development and problem solving which permits and encourages all staff, parents and students to participate in as many areas of decision making as possible by:

a. Holding at least one meeting per week for staff or program development and/or problem solving.

b. Encouraging staff, students and parents to supply input on the outcome of decisions that affect them.

c. Encouraging students to use the all-school meetings to give their inputs and to organize to develop good leadership and problem solving approaches.

d. Giving teachers freedom to use any methods they choose to help students to arrive at school goals and class learning objectives.

e. Encouraging each student to give input as to the kinds of activities and vehicles they will use to reach learning objectives for each class.

f. Encouraging each student to make decisions regarding his goals for what he will learn in school and what he will do once out of school.

g. Utilizing the school team to find resources that students need to arrive at learning and out-of-school toals.

4. The Street Academy will attempt to demonstrate to each student that all he or she has learned in life has a value and can contribute to his or her meeting immediate and future needs by:

a. Designing and conducting each class and every possible school activity in a manner that enables the students to understand the relationship between what is happening and his felt interest and needs.

b. Permitting students to petition a committee of the school team to extend them course credit for what they have learned or are learning in an experience outside of Street Academy classes.

c. Permitting teachers to give students credit for whatever learning objectives they have achieved in a course even if they did not reach all the objectives of the course which the academic period set aside for the course.

5. The Street Academy will maintain a system of evaluation which puts an accent on what the students achieve rather than on what they do not achieve by utilizing a system of reporting results that enables teachers to discuss achievement and/or areas of non-performance without mentioning failure.

6. The Street Academy will retain a staff that has an attitude and operational style which permits the school to continuously develop methods and activities that adequately respond to changes in society and accept newly recognized truths in educational practices by:

   a. Hiring staff that has demonstrated in other experiences and can demonstrate in an interview situation:

      1. A desire to continue to grow, personally and professionally.

      2. Personal stability.

      3. A concern for others.

   b. Providing all staff with at least four experiences.

OBSERVABLE OBJECTIVES:

1. Eighty percent of the Street Academy students who graduate or pass the GED will have a job or attend an institution of higher learning or training.

2. Each student who has attended Street Academy for a minimum of twenty weeks will increase his awareness of the broad range of things he might do in life after Street Academy.

3. Fifty percent of the students who graduate from Street Academy will have developed a degree of proficiency at a specific academic skill.

4. All students will be able, and will show a willingness to express themselves in oral and written discussion more so upon completing their experiences at Street Academy than before entering Street Academy.

5. Ninety percent of the students, parents and staff at Street Academy will feel that their opinions mean something and can help affect change.

6. Ninety percent of the Street Academy students who have attended the school a minimum of twenty weeks will be able to explain how experiences at school relate to immediate and future needs and interests.

7. Each student will know what he is expected to achieve in each of his courses.

8. Student report forms will indicate only what the student has achieved, rather than what he has done or not done.

9. The Street Academy progress and operational guide will annually reflect the school's continuous development.

THE STREETWORKER

A very unfortunate niche was carved for the Streetworker. He or she was supposed to be the most important person in the program.

This theory was a mistake for several reasons:

1) The Streetworker was to be a counselor but was to have the least qualifications, salary, and job training of any person on the staff.
2) As a counselor, the Streetworker needed a broad base of information regarding jobs, colleges, life other than the streets, and counseling techniques.
3) Having the Streetworker as a key person was unrealistic for another reason. No dropout is going to sit all day in a school unless he sees himself getting something out of school that he enjoys or can use in the near future. The most important persons in a program such as Street Academy must be the educational leader or administrator and the professional staff -- teachers and counselors.

THE COUNSELING DEPARTMENT

In November of 1971, the school was in the position of having no Streetworkers. The new director decided they were not vital to the program and a counseling department was initiated. The role of this department was much the same as counseling departments in traditional schools. The switch from Streetworkers to counselors proved to be a positive move. Students were coming to the program on the recommendations of friends, relatives, and public school personnel. The counselors were better paid than the Streetworkers. They proved to be more reliable than the Streetworkers and more capable of guiding students and developing procedures for maintaining and keeping records. The counseling department, under the direction of Mrs. Judy Young, a counselor on leave from the public schools; and Mrs. Glee Ivory, now assistant director in charge of counseling and curriculum coordination, did an outstanding job in pulling together fragmented records of the past and putting them into a system that lent itself to interpretation of results. Mrs. Ivory has improved upon the system and has done an excellent job of supervising the staff in her department.

Because of the failure of the staff to invite outsiders and plan field trips, the counseling department was asked to plan a weekly "Rap Session" in which outside guests would be invited to speak on various topics. The "Rap Session" was later taken over by the teaching staff and became a daily thing. Students were encouraged to air feelings, invite guests, give presentations, or discuss school policy.

Although some students came to "Rap" reluctantly, "Rap" has proven to be a vehicle which has served as a force for building a spirit of togetherness among the student and staff.

GOVERNANCE

The new Urban League Executive Director has left the administration of the Street Academy largely in the hands of the Project Committee and the project director. The project committee has always played a vital role in the development and continuation of the Street Academy project. It did the initial planning. Later it assisted in planning workshops for the purpose of defining program objectives and facilitating communication between the staff. After 1971, it restricted its activities primarily to fund raising. The director has had the duties of a superintendent, community relations person, proposal writer, personnel director, administrative and educational leader. His administrative philosophy is that of participatory democracy He has found that participatory democracy sometimes has to be taught and sometimes has to be fought. The staff, particularly the young staff at Street Academy, looks to the director to make many decisions which they can make. At other times, the wants to have input into decisions that call for a response before a consensus or compromise can be reached. Participatory democracy has not worked perfectly, but the staff has had a significant role in the making of policy.

The Academy has yet to organize a Parent Advisory Board, but the effort is still being made and more parents than in the past are showing an interest.

STRUCTURE

Financial cutbacks forced all the schools to consolidate into one building. The change had few if any disadvantages. Students came to the one site from all parts of Cleveland and from the suburbs. The criterion for assignment to one of the three stages was already based on the number of Carnegie units one had earned; consequently, the meaning of the term "units" was explained to the students, how many they had, and how many were needed for graduation. Several positive serendipity effects were.

1) A greater offering of courses for students.
2) A closer and more positive relationship among students.
3) More effective supervision and administration.
4) More frequent communication between staff and students.

IN SERVICE

The staff has become more receptive to the idea of having in-service sessions -- indeed, many have now requested them. The director has made an effort to incorporate staff development activities into the weekly staff meetings. However, this practice is inadequate for the needs of the teachers and the counselors.

COOPERATING RELATIONSHIPS

THE CLEVELAND SCHOOLS

The initial support for the school was sought in businesses, community agencie and the Cleveland schools. The Street Academy Advisory Committee made a decision not to pursue the business community for financial support. Community Agencies are mostly funded projects themselves, and have little to give. The fact that a more cooperative relationship was not established between Street Academy and the Cleveland schools was unfortunate. Street Academy needed the expertise of master teachers and supervisors in the Cleveland school system. On the other hand, Street Academy could have provided the Cleveland schools an excellent opportunity to try out and develop some sound approaches to working with dropouts.

AGENCIES, SCHOOLS, UNIVERSITIES AND BUSINESS

Street Academy has established working relationships or good communication with East Cleveland, Shaker Heights, Cleveland Heights, and Berea. The East Cleveland Public Schools have invested $12,000. of adult education funds into the project during the 1973 and 1974 year. Street Academy serviced 70 students from Shaw who came to Street Academy on a transfer basis. East Cleveland plans to open its own version of a Street Academy in September of 1974. Shaker Heights has referred students to Street Academy and will permit those who are of public school age and who request reentry into the Shaker system, reentry with acceptance of Street Academy credit. Cleveland Heights permits students to withdraw and come to Street Academy. Unit principals at Cleveland Heights High and the Street Academy Director have exchanged visits to discuss feasible alternatives within a public school. School administrators from Midpark High have also visited and examined the Street Academy Project.

The Street Academy Project has enjoyed good relationships with Cuyahoga Community College, Cleveland State University and Case Western Reserve. The Ohio Youth Commission and other youth service agencies in Cleveland use Street Academy regularly as a referral source.

PROGRAM STRENGTHS

1) Location in a city where there are foundations and people who have a strong enough commitment to education to invest time and money.
2) Citizens in Cleveland, Ohio who are concerned enough about the educationally deprived to initiate and support an effort to improve the delivery of educational services to them.
3) A news media, possessing a level of social consciousness, courage and sense of responsibility which motivates it to carry on discussions of issues in education.
4) An Urban League organization that had the courage to take on and support a monumental task.
5) A superintendent of the Cleveland school system who has had the security and wisdom not to put road blocks in the way of Street Academy's development and to extend a three-year leave of absence to the present director.
6) A Street Academy staff who is demonstrating a tremendous commitment to the education of teenagers, and the development of new approaches to education.
7) Youth who have the vision and character to return to school and accept the mistakes of a pioneering school project.

8) An unusually dedicated Advisory Board.

9) An Urban League Executive Director Board and Project Advisory Board that understood the degree of freedom the Street Academy staff needed.

10) An Assistant, Mrs. Jean Vincent; who remained with the Project for four years.

11) Presently, a staff that has a willingness to examine and criticize its own attitudes and behavior.

12) A smallness and low pupil-teacher ratio that permits the development of healthy human relations, policy and program flexibility.

13) A community of people in Cleveland, including religious, social, educational, and political leaders that have given needed moral and collaborative support to the Project.

14) An environment which permits the entire student body to come together and exchange ideas.

15) Two dedicated and efficient assistant administraters in Mrs. Jean Vincent and Mrs. Glee Ivory.

PROGRAM WEAKNESSES

1) Inadequate preservice experiences for the initial and subsequent staff.

2) Inadequate Urban League fiscal procedures.

3) Three neophyte project directors.

4) An inadequate number of administrative and counseling staff for the task

5) A level of financial uncertainty that forced staff turnover and made it nearly impossible to hire or retain qualified men.

6) An inadequate program for any vocational training and orientation.

7) Lack of creative and knowledgeable curriculum developer in the field of science.

8) City and other governmental agencies which feel that only board of education have a responsibility for investing in the education of children.

9) The Cleveland school system's policy of not permitting troubled students to elect to attend Street Academy.

10) Reluctance of the school systems in the county to assist in developing the project.

11) Teacher insecurity concerning the trying of unfamiliar ideas.

RECOMMENDATIONS

As an evaluator who has had the unique privilege of teaching eight years in traditional, inner-city junior high schools and administrating a project that has attempted to develop an alternative approach to structuring educational experience for high school dropouts, I strongly recommend that the Cleveland public schools support, with spirit and with material resources, a version of Street Academy if not Street Academy itself. Below are specific suggestions for giving a Street Academy concept a fair opportunity to realize its fullest potential:

1) Select a team of planners to identify performance and enabling objectives.
2) Involve in the planning, PTA and other individuals known to have an interest in education.
3) Provide preservice selections for professional and day planners.
4) Carefully identify a criterion for staff who will be recruited to work in the project.
5) Make a commitment to the ideas proposed by the planners a primary qualification for employment or service in the project.
6) Provide eight weeks of preservice training for staff and include in that preservice experience a heavy emphasis on role playing, problem solving situations for the purpose of getting participants to examine whether or not their approaches are truly consistent with the objectives they have committed themselves to striving for. Secondly, an emphasis should be placed on developing curriculum that is congruent with program objectives.
7) An effort should be made to minimize the chances of the school developi

the stigma of being a "dropout school." Students should be recruited for the program who, more than other students, appear to need what the school offers and students should be recruited who view the school as a place where they will have an opportunity to give more while learning.

8) That the vertical and horizontal skills designed for curriculum that the Cleveland schools is already working on be tried at Street Academy, and that evaluation and progress be based on student demonstration of skill and concept mastery, rather than grades.

9) That if the Cleveland schools cannot immediately finance Street Academy, or a version of it, that a genuine commitment be made to either staff the project or assist the Academy in maintaining suitable administrators, teachers, counselors, and psychological services.

CONCLUSION

I began by stating that I was grateful for receiving an opportunity to express my views regarding the Street Academy Project. I am even more grateful to Julian Madison, the past President of the Urban League and the Street Academy Advisory Committee, of which he was a part, for asking me to serve myself by service in this Street Academy Project. I am equally grateful to Dr. Paul Briggs, Superintendent of the Cleveland Public Schools; Mr. Arnold Pinkney, President of the Cleveland School Board, and other members of the Cleveland Public School Administrative family that made it possible for me to take a three-year leave of absence and receive this unique and self-building experience. I have not accomplished exactly what I originally dreamed of; however, I think I learned enough to prepare myself to accomplish more in the area of education than I was previously capable of doing. I am a little more humble because I better understand how much a small achievement is dependent upon the good things done by people other than myself. I have more vision. I see more obstacles that have to be surmounted by educators on all levels, if we are to have a truly effective system of education for the masses. I see more potential. Street Academy has staked my faith and I am now convinced that, given the proper school environment, we can reach many more children than we are presently educating. I have had the opportunity to turn a dream into a vision. I am truly blessed.

APPENDIX B

Advocacy Statement, Ms. Glee Ivory

The Street Academy affords a creative teacher an opportunity to be flexible and innovative, to deal with the individual needs of the students and to play a major decision-making role in the general direction in which the Academy grows.

We have been able to give students continuous counseling without making them dependent. We have developed a family atmosphere that definitely minimizes the fear of failure and it is this atmosphere that has built strong lines of communication between students and staff. Our 110 graduates, and many of our non-graduates, have remained at the Academy long enough to:

a) Broaden their career options.

b) Adopt meaningful and constructive life styles.

c) Develop positive self-images. Certainly, all the young people who have come to the Academy have benefited from the opportunity to have individualized education and easily accessible information services.

d) Become more constructive members of the community.

All of this has been accomplished under three major constraints. Our funding has always been tenuous, at best. This has prevented:

a) Long-range program planning.

b) Benefits and a guarantee of continuing positions for the staff.

c) Adequate purchasing of equipment and supplies.

And most important:

d) The assurance to the students that the program will continue for whatever length of time it will take them, individually, to reach their goals.

The lack of accreditation has certainly:

a) Affected the community's response to the school.

b) Relations with public schools (i.e. students can not transfer to and from Cleveland Schools)

The original program design implemented a four-quarter system which, in conjunction with proposals, evaluations and reporting systems has proved a constraint in that there is no time for in-service, pre-service, staff orientation and staff planning. This is unfortunate, particularly because the result has been divergent goals in a situation that demands a staff with a convergent plan.

The Academy has proven its effectiveness as a drop-in school and as an alternative but without assured funding for at least a year, I feel its success will always be minimal in proportion to its potential.

If the external constraints, funding and lack of accreditation were removed, the staff could devote time to polishing and expanding the curriculum. Certainly vocational, occupational and urban-based studies could play a greater part in each student's schedule.

It is not viable to students, staff and the community for the Street Academy to remain just a pilot project--designated to eventually die--in this day and age when options are becoming increasingly more important in an expanding society. The extinction of a Street Academy would be a loss to the entire Cleveland Metropolitan Community.

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APPENDIX C

Class Observation Scale - Alternative School Review
(For use with Answer Sheet DC 8786)

Section I - Description of Teaching

Blacken the mark on the answer sheet that corresponds with the rating assigned on a five point scale.

Rating:

0 = Not Observed
1 = No pupil
2 = Some, but not half
3 = Half of the pupils
4 = (between half and all)
5 = All pupils

	5	4	3	2	1
Pupils do advanced level or enrichment work.	All pupils do obviously advanced level or enrichment work.		Nearly half pupils do advanced level or enrichment work.		No pupil does advanced level or enrichment work.
Materials used are at different levels of difficulty.	All pupils work with materials that reflect different levels of difficulty		Nearly half the pupils use materials reflecting several different levels of difficulty.		All pupils use the same material.
Avariety of assignments is made to individuals and small groups.	All pupils are given different assignments.		Nearly half the pupils are given identical assignments.		All pupils are given identical assignments.
Pupils work independently.	All pupils work with little direction for prolonged periods of time.		Nearly half the pupils work independently for short periods of time.		No pupil works without direction of the teacher at all times.
Pupils initiate and/or select activities.	All pupils initiate and/or select activities.		Nearly half the pupils initiate and/or select activities.		No pupil initiates and/or selects activities.
Pupils help each other with their work.	All pupils frequently help each other in constructive ways.		Nearly half the pupils help each other on occasion.		No pupils help each other (attend strictly to their own individual tasks at all times).

		5	4	3	2	1
G.	Pupils reflect an interest in the class work.	All pupils reflect interest in the class work.		Nearly half the pupils reflect interest in the class work.		No pupil appears t have interest in class work.
H.	Pupil participation is differentiated.	All pupils participate actively.		Nearly half the pupils participate actively.		No pupils participate actively.
J.	Pupil participation is challenging and purposeful to each individual.	All pupils appear challenged in their participation.		Nearly half the pupils appear challenged in their participation.		No pupil appears challenged in thei participation.

Scale for Items K-Q follows statements of items, using 0 for "not observed."

		5	4	3	2	1
K.	There is freedom of movement within the class.	Pupils are permitted to move as needs arise.		Teacher suggests or approves all moves.		Pupils remain at seats for nearly a activities.
M.	Intra-class groupings are flexible and task-oriented.	Small groups are formed and changed frequently to serve a variety of instructional purposes.		Small groups are formed and changed occasionally for some special purpose.		No groups are form
N.	A wide variety of teacher-made materials such as work sheets, games, transparencies, charts, and other aids is in use.	These materials are used in great variety.		These materials are used in limited variety.		These materials ar not used.
O.	Intra-class groups vary in size and number to reflect pupils needs.	Groups range from one person to as much as half the class.		Groups vary in size, but only two or three groups are employed.		Total class groupi is employed.
P.	A variety of books is in use in relation to the instruction.	Pupils use a wide variety of books within the classroom.		Pupils use some books.		Pupils make no us of books.
Q.	Teacher permits freedom.	The teacher leaves pupils free to carry out work independently.		The teacher gives some advice to pupils while work is being carried out.		The teacher closel directs, checks, a advises pupils.

Section II - Summary of Classroom Environment

Use items 1-16 for this section. Blacken one of the following code numbers in the space before each item on the answer sheet.

A. - CONTINUOUSLY (Attribute continuously present during observation period.)

B. - OFTEN (Attribute frequently present during observation period.)

C. - SOMETIMES (Attribute occasionally present during observation period.

D. - ABSENT (Attribute totally absent during observation period.)

E. - Not Observed.

1. _____ Teachers help students by directing their movement from one activity to another.
2. _____ When students have a problem they solve it themselves.
3. _____ Teachers encourage students to help themselves.
4. _____ The students are actively seeking and selecting what they are doing.
5. _____ In approaching and talking to teachers, the students seem confident and friendly.
6. _____ Teachers allow students to risk failure to learn to do things for themselves.
7. _____ Students don't seem to know what to do with themselves in the classroom.
8. _____ Teachers and students appear to respect each other.
9. _____ The teachers give the students individual attention and help.
10. _____ Teachers let the students direct their own activities.
11. _____ When students have a problem, they call a staff member to solve it.
12. _____ Teachers evaluate pupils in a manner to stimulate their performance.
13. _____ The teachers seem to be comfortable in what they are doing.
14. _____ The students seem to be confident in what they are doing.
15. _____ The students are spontaneous.
16. _____ Disruptive behavior occurs in the classroom.

Section III - Overall Impression of Classroom Environment

Use items 27 to 31 on answer sheet for this section

. Mark A if descriptions in left column apply completely.

. Mark E if those in far right column apply completely.

. Use B, C or D if there are degrees between columns.

planned organized clear	A	B	C	D	E	unplanned disorganized confused
friendly warm understanding	A	B	C	D	E	aloof egocentric restricted
stimulating imaginative enthusiastic	A	B	C	D	E	dull unimaginative routine
highly responsive to the needs and differences of students	A	B	C	D	E	not responsive to the needs and differences of students

Section IV - Student-Teacher Interaction

Use items AA to KK on answer sheet. Blacken in estimate of percentage of the observation time spent per category. (For example--20 per cent would be marked "20," nine per cent would be marked "09".

TEMS	
AA*	ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included.
BB*	PRAISES OR ENCOURAGES: praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "um hm?" or "go on" are included.
CC*	ACCEPTS OR USES IDEAS OF STUDENTS: clarifying, building, or developing ideas suggested by a student. As teacher brings more of his own ideas into play, shift to category five.
DD*	ASKS QUESTIONS: asking a question about content or procedure with the intent that a student answer.
EE*	LECTURING: giving facts or opinions about content or procedures; expressing his own ideas, asking rhetorical questions.
FF*	GIVING DIRECTIONS: directions, commands, or orders to which a student is expected to comply.
GG*	CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
HH*	STUDENT TALK--RESPONSE: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.
JJ*	STUDENT TALK--INITIATION: talk by students which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
KK*	SILENCE OR CONFUSION: pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

OBSERVER-TEACHER
INFORMATION RECORDING SHEET

Item	Information
Observer Information	Last name, first name, middle initial and employee number of person conducting the observation.
Teacher Information	Last name, first name, middle initial and assigned number of person being observed.
School Code	Omit
Grade	Omit
Subject	Two digit code number for the subject matter classification for the class being observed. (See class schedule)
Time (Began, Ended)	Starting and finishing time for the observation period based on an 0000 to 2400 hour clock.
Date	Date of Observation
Items A-Q	Section I - Description of Teaching
Items 1-16	Section II - Summary of Classroom Environment
Items 27-31	Section III - Overall Impression of Classroom Environment
Items AA-KK	Section IV - Student-Teacher Interaction

To complete Section V, use attachment sheet.

Section V - Attach to Answer Sheet

Teacher ______________________________ Date ________________

Observer _____________________________ Class _______

After your visit, ask the teacher:

1. Was today a typical day, or did it differ from the usual? (check one)

   Typical ____ Not typical_____ -- because: ________________________________

2. Were things any different because an observer was present?

   No ____ Yes ____ -- because: ____

3. Statement of Objective of Lesson:

1) Briefly summarize your feelings about the classroom, the teachers, and the students:

2) Comment on use and/or availability of resource materials (magazines, newspapers, models, etc.)

3) Equipment used (briefly describe)

Section V (Cont'd)

4) Sketch the room arrangement

Comments: ____

____

____

____

____

____

APPENDIX D

OBSERVATION REPORT OF MEETING AT STREET ACADEMY

I. Date and Time

II. Who Attended? Number?

III. Agenda

IV. Decisions

V. Related Issues

Length of Meeting: ______________________

____
Observer

____
Date

SA

APPENDIX E

STUDENT INTERVIEW SCHEDULE

Date________________ Time__________

Name________________ Race________________ Age____ Interviewer________________

How long have you been here?
No. Quarters______________
Last Semester?____________

What classes are you taking?

English ______________________
Math (Type)___________________
Science_______________________
Ecology_______________________
Language______________________
Special Studies_______________
American History & Govt.______
World Cultures________________

Art ___________________________
Health and Physical Ed.________
Music Appreciation_____________
Other__________________________

Do you take classes anywhere else? Which?_____________ Why?____________________

How do you feel about this school?

Hate it_____ Negative_____ Neutral_____ Positive_____ Eestatic (excited)______

Positives
More freedom______________
No fights_________________
Proceed at own pace_______
Teachers care_____________
Other_____________________

Negatives
No instruction at my level____in__________________
People are messy____ Irresponsible____
Not enough people at same age_____
Classes not available___in________________________
Parents forced me to come______
Other_________________________
Nothing_______________________

Is there anything you would like to change here? No_____ Yes_____

What?_______________________________________

What school did you go to before?_______________ What grade did you complete?_______

How would you compare this school to your old school?_____________________

What did you do there that you can't do here?_____________________________

Positive

Negative

APPENDIX E

(Continued)

Who is your counselor?____

How do you feel about this person?______________________________

Do you think you could begin on your own in (insert specific class)__________
if you had not had your experience at your previous school? Yes_____ No_____
Why? (or why not?)____

What do you think about the grading system here?__________________________
____

Why did you come to this school?

Parents wanted me to_____ Heard about it and wanted to come_____ Friends_____

Ads_____ Other_____

What are your goals? Graduation_____ Go to college to be_________ Go to______

Are you taking courses to prepare you for graduation? Yes_____ No_____
For college? Yes_____ No_____

(If not a senior) Do you plan to stay here next year? Yes_____ No_____ Why?____
____

Are you involved in decisions here?
Not involved, don't care to be_____
Wants to be involved and is involved as much as wants_____
Wants to be more involved (prevented by___________________)_____
More involved than wants to be: Does too much for school_____
Is asked for more involvement than desires_____

How do you feel about the relationships among people here? e.g., among the races, different sexes or your own friends?

What do you think about the rules and regulations here?___________________________

Is there anything else you would like to tell me about your reaction to the school or anything prompted by these questions?

(Openness to questioning)

Won't talk or closed_____ Reticent_____ Doesn't matter_____ Interested_____

Extremely open (Happy to talk)_____

To what extent have you observed the following conditions here at the Street Academy.

	Always	Most of the Time	Sometimes	Rarely
1. The student-teacher ratio is less than 15 to 1.				
2. The student-counselor ratio is less than 50 to 1.				
3. Teachers have freedom to use any approach to instruction that they find effective.				
4. People from the community visit the school on a weekly basis to share experiences with the students.				
5. Students daily are encouraged to participate in planning the Street Academy's program and policies.				
6. All problems are immediately addressed by the students and the staff.				
7. Students receive evaluations every five weeks which explain what the student has or has not done rather than receive nebulous letter grades.				
8. Each student is evaluated on the basis of how far they progress rather than how well another student does.				
9. Promotions are made four times a year.				
10. Classes are designed each quarter to fit the needs of the students attending the school.				

How would you compare the Street Academy to your former school, which was

____________________________________ of __________________________

school system in terms of

	Very much Superior	Better	About the same	Not as Good	Very poo
teachers					
students					
courses					
your schedule					
class size					
counselors					
community interest					
parent interest					
teaching/instruction					
how you learn					
what you learn					
feeling good, just being there					
interest in me					

APPENDIX F

Teacher Interview Schedule

Name: ______________________ **Date:** __________

1. What classes are you teaching? ______________________

____

____

2. How long have you been here? No. of Qtrs: ______

3. Have you taught elsewhere? _____ Where? ______________

What? ______________________

4. What attracted you to the Street Academy? ______________

____

____

5. How do you feel about this school?

Hate it ____ Negative ____ Neutral ____ Positive ____ Ecstatic ____

6. The Street Academy is said to serve many important purposes. What do you believe is its most important purpose:

____

____

7. Is there anything you would like to change here? No ____ Yes ____
If Yes, what?

____

8. What would you say are the chief strengths of students graduating from the Street Academy:
____ Can work independently ____ concerned with political, social, economic issues
____ Mature ____ Can take responsibility ____ Involved with ideas
____ Can accept intellectual challenges ____ seeking personal development
Other: ______________________

9. What do you think about the grading system here? ______________

____

10. Are you involved in decisions here? ______________________

____

____

11. How do you feel about the relationships among people here? e.g. among the races, etc. different sexes, etc.

____

12. What do you think about the rules and regulations here? ____________________

____

13. We are interested in learning what kinds of satisfactions faculty derive from teaching students at the Street Academy. Please list up to three reasons why you found them so:

a. ____

b. ____

c. ____

14. What do you think is the single most important change that could be made to improve the Street Academy?

____

____

____

15. Generally, how well prepared do you feel the majority of graduates of the Street Academy have been in the following:

	Adequate	Less than Adequate	More than Adequate	Don't Know
a. reading skill				
b. math skill				
c. writing skill				
d. problem solving				
e. understanding of cultural diversity				
f. aesthetic appreciation				
g. creative thinking				
h. understanding of basic sciences				
i. other: ____________				

16. To what extent have you observed the following conditions here at the Street Academy?

	Always	Most of the Time	Sometimes	Rarely
a. The student-teacher ratio is less than 15 to 1.				
b. The student-counselor ratio is less than 50 to 1.				
c. Teachers have freedom to use any approach to instruction tha they find effective.				
d. People from the community visit the school on a weekly basis to share experiences with the students.				

	Always	Most of the time	Sometimes	Rarely
e. Students daily are encouraged to participate in planning the Street Academy's program and policies.				
f. All problems are immediately addressed by the students and the staff.				
g. Students receive evaluations every five weeks which explain what the student has or has not done rather than receive nebulous letter grades.				
h. Each student is evaluated on the basis of how far they progress rather than how well another student does.				
i. Promotions are made four times a year.				
j. Classes are designed each quarter to fit the needs of the students attending the school.				

17. Is there anything else you would like to tell me about your reaction to the school or anything prompted by these questions?

18. (Openness to questioning)

Won't talk or closed__ reticent___ doesn't matter____ interested____ extremely open____

SA

APPENDIX G

PARENT QUESTIONNAIRE

Date ______________

1. Child's Name ________________________

2. How long has your child been at Street Academy? ______ No. Quarters ______

3. Does he/she take classes anywhere else? Yes ___ No.

If yes, which? __________________________

If yes, where? __________________________

4. How do you feel about Street Academy?

Hate it _____ Negative _____ Neutral _____

Positive ____ Enthusiastic _____

5. What do you like about it for your child? (Check as many as apply)

More freedom ________________
No fights __________________
Proceed at own pace __________
Teachers care _______________
Any other comment ____

6. What do you dislike about Street Academy?

No instruction at my child's level ________ in ____________
People are messy ____
Too much freedom ____
Other ____
Nothing ____

7. Is there anything you would like to change about Street Academy?

Yes _____ No _____

If yes, what would you change?

____

8. Why did your child go to Street Academy?

I sent him ______________________________
Friends of mine told me about it __________
I saw some ads __________________________
Other ___________________________________

9. What do you hope for your child after he/she graduates?________________________
____

Do you expect him/her to continue going to school? Yes _____ No _____

Go to work? Yes _____ No _____

10. If Street Academy remains open, will you let your child continue? (If not a Senior)

Yes _____ No _____

Why?____

11. How would you compare the Street Academy to your former school, which was

___________________________________ of ___________________________________

school system in terms of

	Superior	Very much Better	About the same	Not as good	Very much poorer
teachers					
students					
courses					
your schedule					
class size					
counselors					
community interest					
parent interest					
teaching/instruction					
how you learn					
what you learn					
feeling good, just being there					
interest in me					
developing self-discipline					
permitting decision-making					
fostering positive attitude toward learning					
developing reading skills					
developing computation skills					

12. To what extent have you observed the following conditions here at the Street Academy?

	Always	Most of the time	Sometimes	Rarely
1. The student-teacher ratio is less than 15 to 1.				
2. The student-counselor ratio is less than 50 to 1.				
3. Teachers have freedom to use any approach to instruction that they find effective.				
4. People from the community visit the school on a weekly basis to share experiences with the students.				
5. Students daily are encouraged to participate in planning the Street Academy's program and policies.				
6. All problems are immediately addressed by the students and the staff.				
7. Students receive evaluations every five weeks which explain what the student has or has not done rather than receive nebulous letter grades.				
8. Each student is evaluated on the basis of how far they progress rather than how well another student does.				
9. Promotions are made four times a year.				
10. Classes are designed each quarter to fit the needs of the students attending the school.				
11. Students are given opportunities to discover their cultural heritage.				
12. Students have opportunities to develop and participate in creative activities.				
13. Students are given opportunities to develop problem solving skills.				

13. Are you involved in decisions at Street Academy?

    Not involved, don't care to be ________
    Wants to be involved and is involved as much as wants ________
    Wants to be more involved (prevented by ____________) ______
    More involved than wants to be: Does too much for school _____ is asked for more involvement than desires ________

14. How do you feel about the relationships among people at Street Academy? e.g., among the races, different sexes or your child's own friends? ____________

15. What do you think about the rules and regulations at Street Academy? ________

16. Is there anything else you would like to tell me about your reaction to the school or anything prompted by these questions?

SA

APPENDIX H

CHECKLIST OF FACILITIES AND EQUIPMENT

	Very Adequately	Adequately	Less Than Adequately
1. SCHOOL SITE:			
a. Location meets community need			
b. Size meets educational need			
2. CLASSROOMS:			
a. Size meets needs of enrollment			
b. Size meets needs of program			
c. Size accommodates each pupil station			
3. FURNISHINGS:			
a. Appropriate furnishings provided			
b. Tackboard meets program needs			
c. Chalkboard meets program needs			
4. FACILITIES:			
a. Storage meets program needs			
b. Electrical outlets meet program needs			
c. Artificial light meets program needs			
d. Natural light meets program needs			
e. Space for reference materials meets program needs			
5. LIBRARY CENTER:			
a. Library center can accommodate appropriate number of students to meet program needs			
b. Standard shelving can accommodate book collection			
c. Book collection meets program needs			
d. Storage of back issues of periodicals meets program needs			
e. Periodicals available meet program needs			
f. Reading room area meets program needs			
6. AUDIOVISUAL EQUIPMENT:			
a. Equipment meets program needs			
b. Storage of equipment meets program needs			
c. Maintenance of equipment meets demand			

APPENDIX H

(Continued)

	Very Adequately	Adequately	Less Than Adequately
7. GUIDANCE FACILITIES:			
a. Space meets individual counseling needs			
b. Space meets group counseling needs			
c. Record storage meets guidance needs			
8. HEALTH FACILITIES:			
a. Sanitation facilities meet needs			
b. Student recovery area meets needs			
c. Filing of student health records is provided			
9. ADMINISTRATION FACILITIES:			
a. General office meets needs			
b. Principal's office meets needs			
c. Supply room meets needs			
d. Office workroom meets needs			
e. Faculty work space meets program demands.			
f. Filing of student records is provided.			
10. SPECIAL FACILITIES;			
a. Art laboratory facilities meet program needs.			
b. Wash-up area with running water meets art program needs.			
c. Science facilities provide student stations			
d. Science facilities provide storage for apparatus, materials, etc.			
e. Science facilities include demonstration area and desk			
11. GENERAL:			
a. Maintenance meets proper standards			
b. Repair of facilities meets proper standards			
c. Custodial storage area meets proper standards			

SA

APPENDIX I

DATA FORM - PERSONAL AND EDUCATIONAL INFORMATION

1. **Name:** ______________________ ______________________ ___
Last First I.

2. Age: _____

3. Sex: ____Male ____Female

4. Children: ____Yes ____ No

5. If Yes, No. of Children ____

6. Ever Arrested? ____Yes ____No

7. If Yes, No. of Times ____

8. On probation/parole? ____Yes ____No

9. Have you ever lived in a correctional institution? ____Yes ____No

10. Living Alone ____ Yes ____No

11. Living with Family ____ Yes ____No

12. Living with Spouse ____ Yes ____No

13. Receiving Public Assistance ____Yes ____No

14. Total Family Income ____Yes ____No

15. Employed? ____ Yes ____ No

16. No. of Jobs listed on application _____

17. Entered Street Academy from ______________________________
(school, institution, etc. name)

18. Location of No. 17 ______________________________

19. Most recent school attended, if different from No. 17 ______________________________
____

20. Location of school in No. 19: ______________________________

DATA FORM - 2

21. Familiar with Adult Education or Work Study Programs? ____ Yes ____ No

22. Which one of No. 21 ______________________________

23. Reason for not enrolling in the above program: ______________________________

____

____

24. Reason for enrolling in Street Academy: ______________________________

____

____

25. Have you ever been enrolled in the Street Academy or any other program? ___Yes ___N

26. If yes, Name of Program ______________________________

27. Location: ______________________________

28. Why did you leave the program? ______________________________

____

29. What are your educational and occupational plans for the near future?

educational: ______________________________

30. occupational: ______________________________

31. What kind of help do you want? ______________________________

____

32. Signed contract? ____ Yes ___No

33. Total School Days Recorded ______

34. Total Days Absent Recorded ______

SA

APPENDIX J

PERMANENT RECORD

DATE CREDIT

____
___________________ ___________________
___________________ ___________________
____

THE URBAN LEAGUE STREET ACADEMY
CLEVELAND, OHIO 44103
(216) 229-9080

NAME____
LAST FIRST MIDDLE/MAIDEN

ADDRESS____ PHONE#____________

D.O.B.________________ SEX______ SOCIAL SECURITY NUMBER___/___/_____

SUBJECT	DATE	COURSE#	GRADE	CREDIT	DATE	COURSE#	GRADE	CRED.
ENGLISH								
SOCIAL STUDIES								
MATH								
SCIENCE								

Permanent Record, Page Two

SUBJECT	DATE	COURSE #	GRADE	CREDIT	DATE	COURSE#	GRADE	CREDIT
BUSINESS								
FOREIGN								
HOME EC. & IND. ARTS								
ART & CRAFTS								
HEALTH & PHYSICAL								

Explantion of grades:
IP = Insufficient Progress
SP = Sufficient Progress
EP = Exceptional Progress

Entered Street Academy from ______________________ Date ______________

Withdrew from Street Academy ______________________ Returned ______________

Withdrew from Street Academy ______________________ Returned ______________

Graduation date: ______________________

Awards and Honors ____

____

Permanent Record, page Three

TEST SCORES

DATE	TEST	RESULTS

TRANSCRIPT SENT TO:

APPENDIX K

STUDENT CONTRACT

I, ______________________________ understand that as a Street Academy student (1) I can not miss more than 15 days in each class to obtain credit (2) that I am either in class during class time or out of the building.

I fully realize that I will be withdrawn immediately from the Street Academy if (1) I carry a weapon on the Street Academy premises (2) fight on the Street Academy premises (3) possess or use drugs or alcohol on the Street Academy premises or (4) allow my behavior to disrupt the educational purposes of the Street Academy.

With this information clear in my mind as to what is expected of me I sign my name and agree to these terms.

____
Signature of Student

SA

APPENDIX L

URBAN LEAGUE STREET ACADEMY
8329 Euclid Avenue
Cleveland, Ohio 44103
229-9080
(Distributed February 1974)

The Urban League Street Academy opened in 1970 believing that it was possible to provide youth who were turning away from school, and/or had turned away from school, a school setting in which they would succeed academically. The founders of the school fortunately found four foundations--Cleveland, Martha Holden Jennings, George Gund and Beaumount--who were willing to generously support the school in its first two years of operation. Though the foundations have not been able to maintain the level of financial support they originally gave, they have never ceased to advocate and support the continuance of the demonstration. In 1972, the school received funds from the National Urban League. In 1973, the school was funded by the Cleveland Impact Cities Program and United Torch.

During the school's brief history, many other community servants have supported the Street Academy in a variety of ways. Private and suburban schools have had student exchanges, donated supplies and gifts. Churches have donated money and space. The Catholic Schools have acted as consultants and evaluators. And, of course, many people and institutions from the education, communications and business communities have given time, service and/or money to the project.

Supporters of the Academy deserve a big expression of gratitude, for they have helped make it possible for the Street Academy to serve youth and Cleveland.

Results:

- The school maintains an enrollment of 100.
- Students who enroll in the school volunteer to do so.
- Street Academy and the East Cleveland Schools combine efforts to prevent students from dropping out.
- Students with children, who cannot afford babysitters, have been able to attend school with their children.
- One hundred and ten students have graduated in two and one-half years.
- One-third of the students who have graduated have enrolled in a college or university.

- The remainder of the graduates are all productive.
- An additional twenty-five students are prepared to graduate by June of 1974.
- The Academy is a candidate for an Ohio Special Purpose Charter and independent accreditation in 1974.

Special Features:

- The student-teacher ratio is never more than 15 to 1.
- The student-counselor ratio is never more than 50 to 1.
- Teachers have the freedom and the structure which permits the use of any approach to instruction that they find effective with a given student or group of students.
- People from the community visit the school on a weekly basis to share experiences with the students.
- Students daily are encouraged to participate in planning the school's program and policies.
- All problems are immediately addressed by the students and the staff.
- Students receive evaluations every five weeks which explain what the student has or has not done rather than receive nebulous letter grades.
- Each student is evaluated on the basis of how far they progress rather than how well another student does.
- Promotions are made four times a year.
- Classes are designed each quarter to fit the needs of the students attending the school.

APPENDIX M

URBAN LEAGUE STREET ACADEMY OF CLEVELAND

PHILOSOPHY

We live in an age when it has become of paramount importance that people, institutional organizations and systems operate with complete integrity. This is especially true for people and institutions who have committed themselves to serving other people.

We at the Cleveland Street Academy are committed to maintaining a school that has as its primary goal meeting the educational needs of its students. If this goal is to be attained, we believe that during the working days, everyone employed at the school must make the people at the school their first priority. And we believe that every student at the school must be shown and must be taught to demonstrate if need be, the knowledge that every individual at the school is (1) equally important (2) has an equal right to an education and a life of dignity. We believe that if we are to accomplish these often stated, but difficult to achieve goals, that the modus of operandi at the school must not only be consistent with the philosophy of the school but must be part of the philosophy.

To us, this means that all faculty during their school day hours must make their availability to students a first priority, their availability to parents a second priority, their availability to other staff whose work is intertwined with their own a third priority and their own paper work and personal business a last priority. We recognize the importance of significant others who work outside of the school, and that without their contribution there would be no school. We will make every effort to give the greatest possible consideration to these significant others concerned with the well being of the school and to make certain that they are provided with information they need to make good and efficient judgments about the role they can perform with the school.

We believe that enrollment should be open to any person who can do high school work or is of high school age regardless of previous experience in school or society, race, religion or economic condition. We understand that with a policy of open enrollment people will come to us with different levels of readiness for application to academic work and with different levels of readiness to move out into the world and resourcefully use the freedoms and restrictions society offers and imposes on an individual. If we are to successfully meet the educational needs of the young people who come to us, we will have to have curriculum that can contact the people before us at a point of need and interest, a point that is a reality to them and not us. We will have to motivate the student to visualize realities beyond what is immediate in order to prepare him to become qualified to take advantage of unknown future opportunities. We will have to motivate him to learn to use his individual resources and his circumstances in life to maximize opportunities.

Once we succeed in providing the student who comes to us with the vision to move with us, from what ever point he starts, we must instill in that student the discipline he needs to move forward without us. We believe that as discipline is acquired, we must extend ever increasing amounts of responsibility and freedom.

Our first act of faith in the above stated belief regarding freedom and responsibility should begin at the school. We will involve all the people who help make up the school in determining policies, curriculum and standards on the level at which they are capable of making decisions. We are committed to encouraging all participants to develop the experience, confidence and poise needed to make decisions at ever higher levels. We will not operate a school without failure, for that is not humanly possible, however, we will operate a school that will encourage people not to accept failure as final or as something that cannot be used to obtain a success tomorrow. We realize that a school which has only the resources for a primarily academic curriculum cannot meet the needs of everyone who seeks enrollment, consequently we will assess all applicants to determine their vocational interests. We will apprise each applicant of the probable limitations of the Street Academy Project in meeting his or her needs. We are committed to helping each person who comes to us to find a slot in a school or a program that can best serve him.

Our first commitment is to people. We will not let our means contradict our end goals. We believe that all Street Academy faculty must cultivate the art of listening to and hearing people, for an individual will not believe he or she is cared for and respected unless he knows one in relationship with him feels and understands his or her reality.

We feel that if an individual has a reason to hope or can see the light of progress and prosperity in his life, he or she will be motivated to work for realities heretofore unexperienced. Therefore, all instruction, curriculum and counseling will have as its goal the introduction of the individual to new values and options.

OPERATIONAL OBJECTIVES OF STREET ACADEMY

Operational procedures shall be consistent with and will demonstrate the philosophy of the Academy.

POLICY MAKING

The first objective of the Street Academy is to recruit a staff that has demonstrated and will continue to demonstrate a belief in the school's philosophy. All faculty must work to maintain a form of participatory democracy. In addition to performing normal tasks expected under the job description, each faculty member will (1) have to participate in one of the Academy's governance committees (2) sponsor a special curricular activity or be responsible for the supervision of at least one special event each quarter.

The second objective of the Street Academy will be to involve the parents or guardians of students at Street Academy in the program. When students are accepted into Street Academy their parents will be asked by the Parent Faculty Committee to donate a predetermined amount of money or its equivalent in service or supplies the school can use. Parents who elect to serve will be asked to participate on a level at which they feel comfortable. Some will be asked to serve on governance committees, some will be asked to assist at special events and some will be able to complement the efforts of instructors or counselors with their special talents.

The third objective of the Street Academy will be to encourage and provide opportunity for student involvement. The one entrance requirement for students will be to donate a minimum of two hours of service to the school per week. The service might be in the form of a work duty at the site participation on a governance committee or in a special curricular activity.

The fourth operational objective of the Academy is to establish and maintain a governance structure which permits and encourages the development of a form of participatory democracy.

In order to ensure that participants at the Academy have vehicles for decision making and policy implementation the following committees will function:

1) A faculty council
2) A faculty screening and evaluation committee
3) A faculty-parent committee - the parent faculty committee will work with the faculty in developing policies and programs.

The last two committees will have authority to make recommendations to the Project Director and the Faculty Council, regarding issues coming under their areas of concern. Other committees that will function will be:

1) A faculty orientation committee
2) A student orientation committee
3) A parent orientation committee
4) A student council.

Other committees may be appointed by the Director or the committees themselves as the need arises. One Faculty member will serve on each committee and will be responsible for making certain that the committee is maintained and functions.

GUIDANCE AND COUNSELING

A heavy emphasis will be placed on guidance. Each entering student will go through an orientation designed to raise the student's self expectations, give the student a sense of belongingness in the school, determine the student's achievement level and to guide the students into thinking about post graduation goals. Counselors will work continuously to help students handle their concerns and work through their problems. Counselors will work continuously to help students view realistic goals and realistic paths to those goals. The end goal of the counselor will be to help develop the students into more motivated, competent and disciplined decision makers.

INSTRUCTION

Teachers will take the initiative to get information regarding the immediate interests and concerns of their students.

The curriculum plan that the teacher establishes for or with each student should reflect clearly that it addresses the assessed concerns and interest of each student. Instructor's lessons will be geared to reinforce the philosophy of the school while addressing the immediate concerns of the student. Each instructor will also help the student view how he can use the subject to help achieve a variety of possible occupational objectives. Instructors are expected to attempt to make lessons interesting enough to motivate students to get involved and rigorous enough to give students a realistic idea of the amoung of discipline required to achieve academically.

ORIENTATION AND STAFF DEVELOPMENT PROGRAM

New faculty will receive a minimum of two weeks of preservice and older faculty two weeks of in service each August.

The faculty development session will be designed to assist faculty in the development of instructional and counseling techiniques which will help them to effectively reach students. Throughout the course of the year, sessions building on what was begun in the summer will be held at least once monthly.

EVALUATION CREDITS AND GRADUATION

The Street Academy will operate three twelve week sessions and one six week session during the summer. The first quarter will begin the day after labor day.

A student will be able to earn 2½ carnegie units a quarter and 1¼ units during the six week summer session. In order to obtain the maximum number of carnegie units allowable for each course, a student will have to demonstrate ability to perform the learning objectives prescribed by or with faculty and devote the minimum number of hours required to each course that is reguired by the state. The student will be permitted to acquire hours outside of class that are agreed upon by the student and his instructor.

Every six weeks, progress reports will be distributed. They will put emphasis on what the student has learned to do and/or what he must so, if he is to achieve. Traditional letter grades will not be used nor will symbols connoting failure without appropriate explanation as to the cause of failure to progress. At the end of each academic period, promotion and graduation exercises will be held.

GOALS

The Urban League Street Academy is an attempt to demonstrate how an academic secondary school can provide students and teachers with a legitimate school environment and experience which can put in equal emphasis on the affective and cognitive needs of students.

The Street Academy will provide its students with the academic training and career counseling. The Academy will call on other programs to provide youth with the non-academic training and more specified counseling services. The Academy will make every effort to avoid duplicating the services of the other agencies, institutions or programs can make available to the target population.

1) To graduate or matriculate through the GED, thirty students, annually.

2) Have one hundred students enrolled each quarter.
Recruit one hundred students who are either disadvantaged (according to Federal guidelines) and/or underemployed, unemployed or hindered from seeking work.

3) To establish and maintain interfaces with agencies and programs which provide youth recruitment, vocational training, job placement, job counseling, and psychological counseling services.

4) To establish and maintain interfaces with agencies which provide the support services which the disadvantaged teenager often must have before he/she can continue their education.

    A. Health care
    B. Child care
    C. Income subsidy
    D. Counseling services

5) To have every student prepared who leaves Street Academy to make his next step in life a successful one.

6) To maintain an environment which permits and fosters open, frequent and informal communication between students and staff.

7) To maintain a type of team approach to program development and problem solving which permits and encourages all staff, parents and students to participate in as many areas of decision making as is feasible.

OBJECTIVES

1. A minimum of eighty students will annually earn seven of the seventeen carnegie units required by the state of Ohio for high school diplomas by achieving the learning objectives prescribed for each unit of study taken.

2. Students preparing for the GED examination will complete a curriculum designed for GED applicants.

3. Students accepted into the program will meet the requirements set forth by the Federal Government for disadvantaged youth.

4. Students perceived by themselves or the staff and their parents as needing services which Street Academy does not offer will get assistance in obtaining them from appropriate agencies by the school counselors:

   A. Job Placement - Ohio Bureau of Employment, AIM Jobs, Bureau of Vocational Rehabilitation, Comprehensive Youth Program.

   B. Occupational Training - AIM, Man-Power, Cleveland Public Schools Adult Vocational Programs, OIC.

   C. Psychological and vocational testing and/or counseling - Bureau of Vocational Rehabilitation.

   D. Subsidized transportation - County Welfare

METHODS

1. The Street Academy will provide all students with an opportunity to earn seven units a year in three, three-month periods and one unit in a six-week summer session.

2. Students interested in the GED or students who find working to pass the GED to be possibly more advantageous than working toward a high school diploma will be able to make a good judgment which course of action is best for them as a result of counseling received at the Academy.

3. Each student who decides to work toward the GED will receive appropriate instructional material and tutorial help.

4. Staff performing intake functions will collect data on each student to make certain applicants can be classified as disadvantaged according to Federal guidelines.

5. Directors of all job placement programs in the city will be invited to speak to the students regarding available jobs and the best procedures to use in seeking them.
6. Street Academy counselors will contact in-take staff in occupational training programs and get the criterion and procedures for entrance in order to enable as many Street Academy applicants as possible to take advantage of the agency's services when desired.
7. Students will be asked to indicate interests, occupational interests and life goals upon entering Street Academy.
8. Students who are interested or needs the services of other programs in addition to Street Academy, or who need the services of other programs more than Street Academy will be referred to them.
9. Classes will be geared to help the students see the connectedness between each discipline and occupations.
10. Guest speakers will discuss their occupations and students will visit industries, businesses, governmental offices and social agencies.
11. Counselors will assist students in assessing information they need to make occupational and educational decisions.
12. Counselors will utilize the services of the following agencies to place students in occupations and schools.
13. The Street Academy will schedule each student in a vocational class or refer him/her to an agency that offers a class that fits the students interest and ability.
14. School enrollment will be limited to 110 students per quarter.
15. Staff will be hired that commits itself to maximizing interaction between pupils and the teacher in each class.

16. Students will be encouraged to discuss their concerns, desires, and opinions about what happens in the school.

17. Students will be able to visit teachers and counselors at will without need for hall passes or appointments.

18. An organization of parents, students and staff will be organized for the purpose of making policy recommendations and decisions for the school.

FACULTY QUALIFICATIONS

PROJECT DIRECTOR

* All Street Academy faculty must have a commitment to help establish an atmosphere congenial to students and staff so that both groups can function at their best.

* Evidence of a belief in and a commitment to the basic educational philosophy of Street Academy.

* A minimum of five years experience in teaching or counseling groups of deprived urban youth in a school setting.

* A minimum of one year experience in education administration or two years experience in the supervision of elementary or secondary teachers.

* Evidence of a successful experience in the area of education administration or supervision.

* A Bachelors degree and a minimum of 24 quarter hours toward a ME degree in one of the following areas:
    Curriculum development
    Supervision
    Counseling
    Administration

* A commitment to complete work on masters degree within two years.

* A professional attitude toward career, specifically a willingness to work beyond the scheduled work day to help the school succeed.

ASSISTANT DIRECTOR

* Evidence of a belief in and a commitment to the basic educational philosophy of Street Academy.

* A minimum of two years of experience in educational programs plus at least one year of experience in counseling deprived urban youth, or the supervision teachers or the administration of an educational program for deprived youth in an urban setting.

* Evidence of a successful experience in the area of supervision of people working with deprived youth or adults or the administration of programs for deprived, urban people.

* A Bachelors degree and a minimum of 24 quarter hours toward a ME degree in one of the following areas:
    Curriculum development
    Supervision
    Counseling
    Administration

* A commitment to complete work on masters degree within two years.

assistant director - cont'd

* Evidence of a good attendance record in previous jobs.

* A professional attitude toward career, specifically a willingness to work beyond the scheduled work day to help the school succeed.

COUNSELORS

* Ability to demonstrate or provide evidence of a belief in and a commitment to the basic educational philosophy of Street Academy.

* A minimum of two years experience in teaching or counseling groups of deprived, urban youth and evidence of some successful experiences.

* A minimum of a Bachelors degree and 24 hrs. toward a masters degree in counseling or experience and training that is clearly the equivelant of the academic requirement.

* A commitment to complete work on masters within two years.

* Evidence of a good attendance record in previous jobs.

* A professional attitude toward career, specifically a willingness to work beyond the scheduled work day to help the school succeed.

ACADEMIC INSTRUCTORS

* Evidence of a belief in and a commitment to the basic educational philosophy of Street Academy.

* Experience in working with groups of deprived, urban youth.

* A Bachelor degree and an ability to demonstrate knowledge in subject area.

* Ability to demonstrate skill in the following:
  (1) Individualizing instruction
  (2) Questioning to elicit student initiated responses
  (3) Diagnosising student concerns
  (4) Relating subject matter to occupational options
  (5) Develop and articulate performance objectives for the students
  (6) Develop a curriculum plan

* A willingness to find and utilize community resources.

* A commitment to work for professional improvement.

* Evidence of a good attendance record in previous jobs.

* A professional attitude toward career, specifically a willingness to work beyond the scheduled work day to help the school succeed.

NON ACADEMIC INSTRUCTORS

- Ability to demonstrate or provide evidence of a belief in and a commitment to the basic educational philosophy of Street Academy

- Establishing performance objectives for students

- Ability to do the following:
  (1) establish performance objectives
  (2) plan and implement ideas for group activities

- Provide reports and activities when required

- Evidence of a good attendance record in previous jobs

- A professional attitude toward career, specifically a willingness beyond the scheduled work day to help the school succeed

RECORDS CONTROLLER

- This position will require a mature person with the ability to assess the specific data to be collected and to assist in the planning and design of the forms to be used for collecting and reporting. She must have a commitment to absolute accuracy and the ability to maintain the confidentiality of her records.

SECRETARY

- Ability to type 60 words per minute

- Ability to proof read and correct spelling and puncturation errors

- Ability to set up filing systems

- Knowledge of business letter forms

- Ability to maintain cordial relations with adults and teenagers

DUTIES AND RESPONSIBILITIES OF THE GOVERNANCE COMMITTEE AND FACULTY

THE PROJECT COMMITTEE

* To evaluate the Director's reports and assess the needs of the project.

* To make policy recommendations to the Urban League Executive Director.

* To assist the project in getting needed funds.

* To assist in the recruitment and evaluation of applicants for the directorship of the project.

THE EXECUTIVE DIRECTOR, CLEVELAND URBAN LEAGUE

* To evaluate the Director's reports and assess the needs of the Project.

* To make policy recommendations to the Board of the Cleveland Urban League.

* To make certain that the Project moves toward goals that are consistent with the Urban League of Cleveland.

* To monitor the use of funds that come to the Academy.

* To make final decisions on the hiring of staff for the Project.

THE PROJECT DIRECTOR

Is the chief administrator of Street Academy. In general the Director must make certain that all the needs of the school are met. As the outline below indicates the Project Director must ensure that:

* Project needs are assessed

* Funds are acquired for the project

* Proposals are prepared

* Budgets are prepared

* Staff is recruited

* Job descriptions are developed for the staff

* Job assignments are made

* Program objectives are established

* Plans are developed to meet Project objectives

* Procedures are established for the successful implementation of program plans

* Staff and Project progress is evaluated

Project Director cont'd

- Staff, Parents, Executive Director and Project Committee and funding agents receive information they need to make decisions
- The program is interpreted to the community
- Program progress is communicated to the community
- The support of the parents and community is solicited
- The staff receive encouragement and opportunity to grow professionally

Who the Director shares these responsibilities with will vary with the talents and experience that other personnel bring to the program. Below are the specific descriptions for the 1974-1975 staff Director:

- Interview applicants for position at the Academy and make recommendations to the Project Committee and Executive Director.
- Initiate and supervise the planning of a staff development program
- Initiate and supervise the development of job descriptions
- Make job assignments
- Set tone conducive for success in the school
- Supervise:
    - (1) The planning and implementation of curriculum
    - (2) The establishment and maintenance of student and personnel policies
    - (3) The development of proposals
    - (4) The continuous development of Project objectives
- Establish clear lines of communication between assistants, Project Committee, the Urban League and any other agencies or institutions with which the Project is in close cooperation
- Work for a working relationship with the Cleveland Public Schools
- Have personnel folders kept up to date

ASSISTANT DIRECTOR

COMMUNITY RELATIONS

- Developing cooperative relations between Street Academy and;
  - (1) Government agencies, possible funding sources and foundations
  - (2) Other school systems
  - (3) Universities
  - (4) Businessess
  - (5) Churches
  - (6) Community service organizations
  - (7) Parents
  - (8) other organizations serving youth

- Supervising publicity efforts

- Coordinating publicity efforts for the school

- Interpreting the schools program and purposes to the community

- Providing the faculty with information concerning programs, people and activities which could serve the school and vice versa

- Assist in:
  - (1) The preparation of proposal or reports
  - (2) The planning and implementing plans for any meeting involving parents, the community or other educators
  - (3) Developing school objectives, policies and procedures

ASSISTANT DIRECTOR

PROGRAM COORDINATION

- Delegation of all special assignments to the staff outside of regular teaching, counseling or secretarial responsibilities

- Evaluation of activities outside of day to day curriculum

- Monitor the use of resources

- Coordination and scheduling of field trips

- Supervise the use and maintenance of the school bus

- Assist in:
  - (1) The preparation of reports and proposals
  - (2) Planning and implementing plans for any meeting involving parents, the community, and project members. Hosting and coordinating the activities of visitors to the school.
  - (3) Developing school objectives, policies and procedures.
  - (4) Assist in preparation of composite evaluations on faculty and other staff.

Program Coordination cont'd

* Assignment of rooms to new staff

* Plan and supervise the acquisition and allocation of resources
  (1) Instructional supplies and equipment
  (2) Offices supplies and equipment
  (3) Security for the building
  (4) Security for programs outside the school
  (5) Managing the upkeep of the facility
  (6) Money for field trips
  (7) Refreshments for guests

INSTRUCTORS

* Pre testing students to assess their needs, concerns and achievement levels.

* Establishing performance objectives for students

* Providing students with meaningful educational experiences

* Evaluating student progress

* Participate in at least one special activity involving parents each quarter or supervise one special activity involving the student body or serve as faculty representative on at least one committee

* Provide reports and activities when required

* Attend staff planning and development sessions

* Supervising students in all school activities

* Assist in:
  (1) scheduling students
  (2) developing curriculum
  (3) planning and implementing student, parent and faculty orientation session
  (4) developing program objectives
  (5) recording student progress on permanent record cards

SUPERVISING COUNSELOR

* Supervising the planning and implementation of student, parent and staff orientation sessions

* Gathering personal and academic data on students

* Interpreting data to instructors

* Supervise the scheduling of students

* Counseling students needing direction

* Helping students develop a balanced perception of where they are in life and what options lay before them

* Providing students with information about community organizations or government agencies that might fulfill special needs.

* Providing students with information about other programs that can be helpful to them.

* Getting more specialized counseling services for students when needed.

* Participate at least in one special activity involving parents each quarter or supervise one special activity involing the student body or serve as faculty representative on at least one committee

* Provide reports and activities when required

* Attend staff planning and development sessions

* Supervising students in all school activities

* Plan and supervise the maintainance of student records

* Assist in:
  (1) developing program objectives
  (2) developing staff development program

CAREER DEVELOPMENT COUNSELOR

* Gathering personal and academic data on students

* Interpreting data to students and helping students make decisions regarding career directions

* Planning and implementing career and job exposure experiences for students

* Encouraging and guiding students in finding field experiences

* Assisting students in understanding what preparation or what procedure must be followed to enter a career

* Planning career programs for the school "Rap" sessions

* Planning field trips to expose students to different career opportunities

* Providing students with information about community organizations or government agencies that might fulfill special needs

* Providing students with information about other programs that can be helpful to them

- Participating in at least one special activity involving parents each quarter or supervise one special activity involving the student body or serve as faculty representative on at least one committee

- Providing reports and activities when required

- Attending staff planning and development sessions

- Supervising students in all school activities

- Assisting in:
  - (1) Developing program objectives
  - (2) Developing staff development program

- Assisting in:
  - (1) Planning and implementing student, parent and staff orinetation sessions
  - (2) Gathering data for students from instructors and students
  - (3) The maintenance of student records

RECORDS CONTROLLER

- Attendance clerk
  - (1) Students
  - (2) Staff

- Data Collector
  - (1) Personal
  - (2) Criminal
  - (3) Academic
  - (4) Economic
  - (5) Any other information required

- Data Interpreter
  - (1) Via graphs
  - (2) Via percentages
  - (3) Any other method required

BOOKKEEPER (Part-Time)

- General ledger upkeep
- Ledger cards
- Payroll records
- Financial reports to Project Director, CUL and Project sponsor
- Supplying needed information to Director for preparation of budgets
- Assisting in preparation of budgets
- Supplying needed information for monitoring the amounts of money being spent in different budget categories
- Writing checks and obtaining authorized signatures
- Have new staff complete payroll and fringe benefit forms and have them sent to main office
- General bookkeeping background, one year practical experience

SECRETARY

* Typing school correspondence, reports and proposals
* Keeping master files on in and out Street Academy correspondence, reports and proposals
* Sorting and distributing mail and payroll
* Keeping inventory record
* Keeping record of appointments of staff that leave the building during school
* Taking minutes and preparing minutes for Faculty Council
* Taking minutes and preparing for Project Committee Meetings
* Prepare personnel jackets for new staff
* Provide each staff member with orientation material
* Give applications to applicants
* Get applications, resumes and college transcripts of applicants to Director
* Send new employee information to main office

SA

APPENDIX N

Summary of Observations

SECTION I, DESCRIPTION OF TEACHING

		Not Obs.	No Pupils → 1	2	3	4	→ All Pupils 5	$\overline{X}$
			Percents					Rating
A Advanced work	*O	30	48	8	5	3	6	1.22
	**S			43	57			2.57
B Materials differentiated	O	17	69	7	9	2	3	1.32
	S		14	29	43		14	2.71
C Variety of assignments	O	15	48	7	13	5	12	1.80
	S			29	43		29	3.29
D Independent work	O	11	28	7	16	18	20	2.62
	S			14	57	29		3.14
E Pupil initiate activities	O	12	57	9	8	9	5	1.58
	S			43	43	14		2.71
F Pupils help each other	O	20	28	21	13	10	8	1.88
	S				14	57	29	4.1[illegible]
G Pupil interest	O	5	3	13	25	35	20	3.43
	S			14	29	43	14	3.57
H Pupil participation	O	9	3	17	22	35	14	3.10
	S			14	29	57		3.43
I Pupils challenged	O	7	6	18	24	28	17	3.12
	S			29	29	14	29	3.43
			Little →				→ Great	
K Freedom of movement	O	9	32	3	1	6	49	3.02
	S				14		86	4.71
M Grouping flexibility	O	25	61	3	3	6	2	1.08
	S				43	43	14	3.71
N Wide variety materials	O	43	18	15	13	9	2	1.34
	S			14	57		29	3.43
P Intra-class groups	O	17	26	17	20	8	12	2.12
	S		29	14		29	29	3.14
Q Variety of books	O	26	21	7	29	6	11	1.99
	S			14	43	29	14	3.43
R Teacher permits freedom	O	18	49	2	4	3	24	1.51
	S		14	14	29	14	29	3.29

*Observer Team
**Staff Team

APPENDIX O

Summary of Observations

SECTION II, CLASSROOM ENVIRONMENT

Continuously present → Absent

		A	B	C	D	E	Omit	$\overline{X}$
		Percents						Rating
1 - Teacher/helps direct activity	*O	34	16	21	12	12	5	3.31
	**S	29	71					4.29
2 - Self problem solving	O	2	17	40	7	31	3	2.43
	S		29	57		14		3.00
3 - Teachers encourage student self help	O	27	34	16	9	10	4	3.46
	S	59	43					4.57
4 - Student selection	O	13	11	16	36	20	4	2.48
	S		14	86				3.14
5 - Student confidence	O	73	18	4	1	1	3	4.51
	S	42	29	29				4.14
6 - Teachers allow failure, learn to do	O	21	26	27	1	23	2	3.15
	S	14	57	14		14		3.57
7 - Student doesn't know what to do	O	1	4	31	53	8	3	2.27
	S			57	29	14		2.43
8 - Teacher/student respect	O	76	15	5	0	1	3	4.55
	S	72	14	14				4.57
9 - Individual attention, help	O	46	33	8	3	7	3	3.98
	S	57	43					4.57
10 - Teachers let student direct activities	O	10	21	15	33	17	3	2.63
	S		29	71				3.23
11 - Student ask staff help in problem solving	O	4	18	34	1	40	3	2.36
	S		29	43		29		2.43
12 - Teachers evaluate pupils to stimulate performance	O	24	23	16	8	26	3	3.02
	S	14	71	14				4.00
13 - Teachers comfortable in what they are doing	O	58	31	4	2	2	3	4.31
	S	57	43					4.00
14 - Students confident in what they are doing	O	18	34	38	4	2	4	3.48
	S	14	57	29				3.86
15 - Students, spontaneous	O	22	22	36	9	7	4	3.31
	S	29	29	43				3.86
16 - Disruptive behavior occurs	O	1	0	13	63	20	3	1.89
	S		14	14	71			2.43

*Observer Team
** Staff Team

SA

APPENDIX P

Summary of Observations

SECTION III, OVERALL ACTIVITIES

Item			Percentages					
			A	B	C	D	E	
27	Planned Organized Clear	*O	26	40	14	3	1	Unplanned Disorganized Confused
		*S	14	86				
28	Friendly Warm Understanding	O	44	40	12	2	0	Aloof Egocentric Restricted
		S	71	29				
29	Stimulating Imaginative Enthusiastic	O	21	25	28	16	6	Dull Unimaginative Routine
		S	14	86				
30	Highly responsive to the needs and differences of students	O	34	29	28	5	1	Not responsive to the needs and differences of students
		S	72	14	14			

*O = Observer Team

*S = Staff Team

SA

APPENDIX Q

Summary of Average Percentages

SECTION IV, TEACHER-PUPIL TALK DISTRIBUTIONS

Item	Flanders' Category	Staff Member						
		1	2	3	4	5	6	7
AA	Accepts Feeling	.8	1	11	23	15	18	17
BB	Praises or Encourages	1	4	9	15	16	15	15
CC	Accepts or Uses Ideas of Students	1	1	8	11	17	14	11
DD	Asks Questions	23	14	26	8	11	16	18
EE	Lecturing	16	23	11	6	2	12	2
FF	Giving Directions	5	19	11	14	7	10	10
GG	Criticizing or Justifying Authority	.8	3	3	1	2	0	2
HH	Student Talk--Response	13	14	12	9	14	11	19
JJ	Student Talk-Initiation	6	4	4	9	11	10	11
KK	Silence or Confusion	36	17	7	1	3	4	0

APPENDIX R

Summary of Follow-Up Information

STREET ACADEMY

N = 110

Attending Post-Secondary Institution	Number
Cleveland State University	6
Cuyahoga Community College	8
Howard University	2
Case Western Reserve University	1
Cleveland Electrical Institute	1
Ministerial School (Jehovah's Witness)	1
Practical Nursing School	1
Jane Addams L.P.N. Trainee	1
Carpenter Apprentice Program	2
Arco Welding Program (Union 76 Employee)	1
Huron Road Hospital On-the-Job Training Program	1
Bell & Howell Training Program	1
Chamberlayne Junior College	1
Automation Key Punch Training	1
Woodland Job Trainee (Mechanic)	1

Employment --

- Place Classification Only

  Ford Motor Company
  City of Cleveland
  East Ohio Gas Company
  Hunter Manufacturing Company
  Sealy Mattress
  Jones & Laughlin Steel Corporation
  Out-Reach Work for Camp Fire Girls
  Ohio Bell Telephone Company (Operator)
  Grant's
  Mid-Town Nursing Home
  Essex Neon Products
  Orlando's Bakers
  University Hospitals
  Republic Steel Corporation
  Ohio Bell Telephone Company
  Noodle Factory
  Case Western Reserve University Bookstore
  Strowder's Funeral Home
  Burger King
  May Company

Employment --

- Job Classification Only

  Truck Driver
  Secretary
  Self-Employed (Painting Contractor)
  Typist
  Own/Business/Salesman
  Seamstress
  Shoe Salesman
  Welder

APPENDIX R

(Continued)

Military

Air Force - Top Security Clearance - Police Training
U.S. Marines
Air Force
Reserves

	Number
Housewife	11
General Activities	
. Unemployed	3
. Applied to	
Dyke Business College, March 1974	1
Ohio Bell PBX Training, March 1974	1
. Moved Out of Town	1
. Karamu Participant	3
. Attended	
Alabama State College	4
Cuyahoga Community College	7
Ohio State University	1
Police Training	1
Dyke Business College	1
Took and passed police entrance exam; on current list.	1
Lost Contact	1

APPENDIX S

Summary of Stanine Banding

CTBS READING TEST, LEVEL 4, FORM Q

Street Academy - February, 1974

Performance Level	Vocabulary		Comprehension		Norms* %
	No.	%	No.	%	
Above Average (Stanine 7, 8 and 9)	1	3	1	3	23
Average (Stanine 4, 5 and 6)	20	54	17	46	54
Below Average (Stanine 1, 2 and 3)	16	43	19	51	23
TOTAL PUPILS	37		37		

* Urban norms, grade 10, February

APPENDIX T

Summary of Stanine Banding

CTBS ARITHMETIC TEST, LEVEL 4, FORM Q

Street Academy - February, 1974

Performance Level	Arith. Computation		Arith. Concepts		Arith. Applications		Norms*
	No.	%	No.	%	No.	%	%
Above Average (Stanine 7, 8 and 9)	0	-	0	-	0	-	23
Average (Stanine 4, 5, and 6)	11	24	15	33	20	43	54
Below Average (Stanine 1, 2 and 3)	35	76	31	67	26	57	23
TOTAL	46		46		46		

* Urban norms, grade 10, February

/-334-

APPENDIX U

Enrollment and Dismissal Policies

CLEVELAND URBAN LEAGUE STREET ACADEMY

WELCOME TO STREET ACADEMY

There is no defeat in life
save from within,
Unless you're beaten there
You're bound to win.

DECORUM:

1. Everyone at Street Academy, students and staff, must respect each other and behave accordingly.
2. Students are to sign in on a daily basis at the reception desk.
3. All classes are to begin promptly.
4. Boisterous behavior and loitering outside of class during class time will not be tolerated.
5. Student driving on field trips is prohibited.
6. Students are expected to attend all Street Academy activities that take place during the day.
7. Sanitation is a must - pick-up to clean-up.

THE THREE NO'S:

1. NO gambling on or near the premises.
2. NO fighting on or near the premises.
3. NO coming to class high on anything except enthusiasm for learning.

DISCIPLINE AND DISMISSAL POLICY:

1. Any student failing to keep any of the here stated school policies will be referred to a counseling committee.
2. If a change of behavior is not made after the conference, the student will be dismissed by the director.

*With the exception of those infractions calling for immediate dismissal.

GROUNDS FOR IMMEDIATE DISMISSAL:

1. Use or selling of drugs or alcohol in or around the premises.
2. Bringing someone to visit or participate in any activity of Street Academy who is high on alcohol or any drug.
3. Possession or use of weapons on Street Academy premises.

SA

APPENDIX V

PERSONNEL PRACTICES

August 23, 1973

PERSONNEL PRACTICES

Street Academy staff members can anticipate annual leave after classes resume in September at the following intervals

*Winter (Christmas) break
*Spring (Easter) break
*Summer break

*Dates to be announced

Leave, at any other time, will be considered "Special Leave".

"Special Leave" is divided into two categories: (1) Emergency and (2) Elective.

"Emergency" can be described as sudden illness requiring hospitalization or the death of a member of an employee's immediate family.

"Elective" can be described as hospitalization for elective surgery, elective dental program or maternity leave.

Due to budgetary limitations and the number of budget-authorized staff members, each request for "Special leave" will require individual consideration by the Director.

Any staff member who now anticipates the need for a special leave of absence before August 1974, is urged to make an appointment before September 1, 1973.

PERSONNEL PRACTICES

Summer Annual Leave

1. Professional Staff:

Professional staff to accumulate two days per month, from date of employment to a maximum of 22 working days per school year. Staff members hired after March 31st are not eligible for accumumated annual vacation leave until the following summer. If employment is terminated prior to that time, or if voluntary resignation is submitted before the summer session ends, annual leave is forfeited.

2. Non-Professional Staff:

Same as professional except that non-professionals accumulate at the rate of one day per month to a maximum of 12 working days.

General:

1. Teachers must take annual leave during students' vacations scheduled for the month of August.

2. Because Street Academy must be open twelve months per year, Administrative, Counseling and Clerical Staffs must coordinate vacation schedules to permit ample staffing during the months of July, August and September. Individual requests must be made by May 1st.

PERSONNEL POLICIES

Hiring, Firing, Resignations

1. Hiring All professionals and non-professional staff members are hired on a three-month probationary basis. Professionals will be evaluated and receive written performance evaluations at the end of each month for three months. All staff will be given an opportunity to schedule a conference with the Director after each written evaluation.

Teachers who hold a BA/BS degree and who have no previous classroom experience will be paid at the annual rate of $7,500.for the first six months. After six months, these teachers will be given a $500. per year increment or an annual rate of $8,000.

Teachers who hold higher degrees or who have strong classroom experience will be paid commensurate to qualifications to a maximum annual rate of $9,000.00 the first year following a six-month probationary rate of $8,500.

The beginning salary rates for counselors will follow the range applied to teachers-- $7,500 to $8,000 for Bachelors degrees without experience and $8,500. to $9,000. with experience and advanced degrees.

The salary clerical staff members will be determined by the quality and range of skills possessed and the length and diversity of previous experience. Beginners, with minimum skills, will receive a minimum of $4,160. annually during the probationary period to a maximum of $5,460. annually the first year. Clerical staff members with good skills and practical experience will receive a maximum of $5,600. annually during the probationary period to a maximum of $6,000. annually the first year.

2. Firing

During the probationary period, and there after, a minimum of three written evaluations and the opportunity for conferences with the Director, a staff member may be discharged with one month of notice for the following reasons:

1) Low performance
2) Insufficient planning or preparation
3) Inability to get along with others--staff, students, parents and other members of the community.
4) Reluctance to accept and work for project goals.
5) Lack of demonstrated enthusiasm.
6) Low expectation for students.
7) Excessive absence/tardiness.

A Street Academy staff member is expected to be a model for the students he/she serves. A staff member may be discharged, without notice for any of the following reasons:

1) Drinking,
    a) During the school day
    b) With students at any time
2) Dating students
3) Gambling with students

Staff members may be discharged with notice, and after a conference, for the following reasons.

1) Continued inappropriate clothing
    a) Too revealing
    b) Rumpled, dirty or in poor repair

3) Continued reporting to school without sufficient rest, and failing to function effectively; or smelling of alcohol.

RESIGNATION

Street Academy professional members who want to leave are expected to submit notice of resignation one month prior to the last working day. Failure to extend this courtesy will result in forgeiture of vacation pay.

Non-professional staff members are expected to submit notice of resignation two weeks prior to the last working day.

CHAPTER IV

CLEVELAND URBAN LEARNING COMMUNITY

CULC

Team Members:

Eugene Bartoo, Case Western Reserve University
Frank Martines, Cleveland Public Schools
James Tanner, Cleveland Public Schools
Donna Weisblatt, Case Western Reserve University

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I. INTRODUCTION

The Cleveland Urban Learning Community (CULC) which is presently housed at 2300 Payne Avenue in Cleveland is a high school that is operated independently of the public schools. The popular designation of school-without-walls can be applied to CULC as it has been applied to Parkway in Philadelphia and Metro High School in Chicago. However, CULC has certain differences from these two schools and while such comparisons can serve certain uses it must be remembered that each of these schools has grown and changed through its own efforts and therefore each is, in effect, unique.

The original theoretical structure (a set of guiding principles) for CULC is found in an article from the Harvard Educational Review entitled "Education and Community".[1] The model implied by the article involves a set of programmatic contexts designed to close the separation of school and society. The major goal of the school envisioned is to achieve "self-realization within community" for its students. The notion to build a sense of community for students, teachers, and parents within one school is pervasive. At the same time, the need for students to achieve the necessary skills for continued learning and societal competence must be met. To those ends the school should contain a basic skills context, a lab-studio work context, and a community seminar context. In CULC these are referred to respectively as the CULC courses, the resources, and the seminars. The intent then is for a sense of community on two levels: within the boundaries of the school and, by extention of those boundaries, within the city. "We ought to help kids learn how to hustle the city."[2]

CULC has emerged from the initial planning of the Jesuit order. The decision to experiment with this alternative form of schooling became reality in the Spring of 1970 and under the guiding influence of Fr. Thomas Shea, S.J., took shape that summer. The first summer (1970) of operation served as a sort of pilot involving 36 students. During the past three years the enrollment has stabilized at approximately 100 students. During the four years of the existence of CULC changes have involved staff, site location, policy rules, types of resources, directors, and program. However, elements of the original intent of the school seem inviolate and the changes take on more a flavor of emergence than metamorphosis.

This evaluation team wishes to acknowledge the high level of cooperation and support it received from the staff and students at CULC during the evaluation. Particular thanks are directed at Ms. Barbara Gricar, the present Director, for her help and patience. Any weaknesses in this report cannot in any way be attributed to lack of cooperation by CULC personnel. Such weaknesses, therefore, are borne by the team.

II. PROCEDURE

The intent of the evaluation of any enterprise is, in a general sense, to determine the worth of that enterprise. Worth, however, varies greatly with the perceptions and values of different people and the struggle to reach agreed upon criteria by which worth can be defined becomes necessary to any evaluative endeavor. The emergence of the type of school of which CULC is an example is a fairly recent phenomenon. Criteria have not been agreed upon, indeed they have barely been written about. The evaluation team had little precedent. The descriptive study done by the John Carroll University team offered valuable information, but its intent was not judgmental.[3] The three evaluations commissioned by CULC also provided valuable information, but were primarily intended for improvement of the CULC program (formative). A further complication involved the lack of baseline data regarding student achievement. This lack obviated the use of a pre-post experimental design for the evaluation and thus any comparisons would have to be made using norms established by the testing industry. That such norms represent a population comparable to the CULC students is not established and seems not to be the case.

The evaluation, then, was to proceed on the strategy of gathering information about the staging, substance, and governance of CULC from the people involved with CULC: the students, staff, resources, and parents. What information as was available from previous evaluative efforts of CULC was to be applied to these categories of variables to form some comparison basis. The judgmental aspect of the evaluation was to be most apparent in the identification of promising practices.

A. Variables and Instruments

1. Staging

Staging refers, in a generic sense, to the planning structures within the school. More specifically, the variables described for this dimension of the evaluation are:

a. Philosophy and goals

b. Physical environment(s)

c. Seminars planning

d. Resources planning

e. Student planning

f. CULC planning and structure

2. Substance

Substance refers to those variables commonly or popularly associated with schools. The variables viewed of this dimension are as follows:

a. Curriculum

b. Instruction

c. Learning outcomes

d. Interactions

3. Governance

Governance refers to the process and structure of decision-making at the school. While it could be argued that governance could be included under either, or both of the previous dimensions, the attempts to democratize decision-making hold prominence in the literature of alternative schools including CULC. The variables included in this dimension are:

a. Decision-making structure

b. Financing

c. Control of direction of the school

d. Hypothetical reactions to absorption by the Cleveland Public Schools

4. The Sources of Data

The primary sources of data were, of course, the people involved with CULC. For purposes of this evaluation the instruments used for the most part were developed by the evaluation teams and are as follows:

a. The Student Questionnaire (Appendix B)

b. The Student Interview (Appendix C)

c. The Student Affective Outcomes Scale (Appendix D)

d. The Student Time Log (Appendix E)

e. The Staff Questionnaire (Appendix F)

f. The Staff Time Log

g. The Resources Questionnaire (Appendix G)

h. The Seminars Observation Form (Appendix H)

CULC has commissioned three evaluations during its four years of existence. In addition, the Morford study completed last year dealt quite extensively with CULC in Chapter V. These studies were a valuable source of data for this evaluative effort. The studies are listed here, but not appended.

a. Lasky Evaluation: completed by Elaine Lasky, Ph.D., June 1, 1971.

b. Handley and Voorhees Evaluation: completed by Thomas G. Handley and Jeffry M. Voorhees, June 3, 1972.

c. Voorhees Evaluation: completed by Jeffry M. Voorhees, June 28, 1973.

d. Morford Study: Alternative Schools in Greater Cleveland: A Descriptive Study (specifically Chapter V, "The Cleveland Urban Learning Community" by Connie Sue New) completed by John A. Morford, Ed.D., January 1973.

Finally, CULC provided various documents that were useful to describe structures and processes of the school. Among those provided, but not appended, were:

a. Regulations

b. Lists of resource people

c. Graduation requirements

d. The CULC contract and responsibilities

e. Course evaluation forms

f. Applications for funding

g. Summaries of Executive Board minutes

h. Lists of SAT scores

The following table summarizes the variable categories and the data sources that apply to each category (dimension).

Table 1.
Variable Categories and Data Sources

Category	Sources
Staging	Student Questionnaire (4, 6, 7, 10, 16, 19, 20, 21)
	Student Log
	Staff Questionnaire (4, 7, 8, 9, 19, 19)
	Staff Log
	Resources Questionnaire (2, 3, 4, 6, 7)
	CULC Documents
	Lasky Evaluation
	Handley-Voorhees Evaluation
	Voorhees Evaluation
	Morford Evaluation
Substance	Student Questionnaire (5, 11, 12, 13, 14, 15, 17, 18)
	Student Interview (1, 2, 4)
	Student Log
	SAT Scores
	Student Affective Outcomes Scale
	Staff Questionnaire (1, 2, 3, 5, 6, 11, 12, 13, 14, 15, 23)
	Resources Questionnaire (1, 5, 8)
	Seminar Observations
	Lasky Evaluation
	Handley-Voorhees Evaluation
	Voorhees Evaluation
	Morford Evaluation
Governance	Student Questionnaire (8)
	Student Interview (3)
	Staff Questionnaire (16, 17, 18, 20, 21, 22, 24)
	CULC documents

5. The Samples

Because of time constraints and other logistical considerations it was impossible to reach everyone involved with CULC. However, through sampling techniques it was possible to gain representative groups of each of the desired data sources.

Students. A random sample of 20 percent of the active students at CULC was selected. At the time of sampling CULC had 100 students registered, however, 65 of these were defined as being active. (A student is terminated from CULC if absent for 20 consecutive days.) At the initial selection then, 13 students were identified. However, one of the 13 became inactive before the students could be interviewed reducing the final sample to 12.

Table 2.
Characteristics of the Student Sample (N=12)

	Number	Characteristic		Number	Characteristic
Age:	7	17 years	Yrs. at CULC:	6	1 year
	5	18 years		4	2 years
				2	3 years
Sex:	7	male			
	5	female	Last school attended:	9	public
				1	private
Race:	4	Black		1	parochial
	8	white		1	alternative
Grade Level:	1	10th	Home location:	8	city
	5	11th		4	suburban
	6	12th			

Staff. All six staff members were interviewed.

Table 3.
Characteristics of the Staff (N=6)

Staff member	Age	Sex	Degree	Certification	Years Teaching Experience
A	27	F	B.A.	English (prov.)	4
B	25	M	M.A.	Math (nontax)	4
C	29	M	B.S.	Soc. Studies (prov.)	3
D	27	F	B.S.	Chemistry (nontax)	3
E	27	F	B.A.	Phys. Ed. (prov.)	3
F	24	M	B.S.	Soc. Studies (prov.)	1

Resources. Twelve resources were interviewed for the evaluation. They were selected from a list supplied by the school. The list supplied represented a subset of those available and the evaluators were convinced that the non-random sample was a representative one.

Table 4.
Characteristics of Resource Personnel

Resource	Occupation	Course Credited
A	Restaurant manager	Health
B	Reporter	English
C	Model Cities Project worker	Business Math
D	Teacher, Heights New School	Geodesics
E	Biologist, Cleve. Aquarium	Biology
F	Chemist, Cleve. Water Quality	Chemistry
G	Medical Illustrator, Cleve. Metro General	Art
H	Asst. Professor, CSU	Communications
I	Immunologist, CWRU	Biology
J	Technician, B & K Instruments	Electricity
K	Dance Teacher	Physical Education
L	Poet	Poetry

III. THE STAGING DIMENSION

A. Philosophy and Goals

1. Past

As was stated in the Introduction, the guiding theoretical light for the establishment of CULC was the Harvard Educational Review article of 1967.[4] The article was essentially a proposal of broad schooling contexts needed to close the separation of school and society. These contexts, the school context, the lab-studio context, and the community seminar context would be the major ingredients in a mixture that could be labeled a "community". This community, then, would provide the necessary environment to build a sense of community in its participants. Indeed, if this sense of community were lacking, the community, by definition, does not exist. Because the mixture includes a context (lab-studio work) involving other persons in the city with the student learning, the boundaries of community are said to go beyond the walls of a single building. Hence, the tag "school without walls" refers to a different kind of boundary for the school than the physical structure. The city and the school are interactive and the distinction is gone.

The original proposal for the Cleveland Urban Learning Community submitted in May of 1970 makes specific reference to the Newman and Oliver article in the introduction. Later in the proposal (p. 8) the contexts described for the proposed CULC bear striking resemblance to the Newman construct.

> "In an attempt to approach these three kinds of knowledge, the Cleveland Urban Learning Community will maintain three contexts for education:
> 1) the work/observation context for action knowledge;
> 2) the academic context for systematic knowledge;
> 3) the seminar context for reflective knowledge."

With the Newman and Oliver article evident as the structure, the CULC proposal offers three goals with enabling objectives for each to fill out the structure.

1. Develop an educational structure that relates to the great technological and social changes in the world.
    a. Form a diverse student body.
    b. Organize a professional staff to fill a teaching, counseling role.
    c. Utilize representatives of business, government, education as support personnel.
    d. Incorporate a role for parents in planning and development.
    e. Establish an advisory board.
    f. Determine a location for the central operational base.

2. Organize an education program which exposes students to life experiences in many institutions of our urban community.
    a. Carry out a diagnostic study of each student's interests, aptitudes, skills.
    b. Orient students to the various learning experiences.
    c. Organize action-oriented learning activities in the community.

3. Create a learning environment which promotes (1) the growth of self-esteem, and (2) self-fulfillment through meaningful interaction with others.
    a. Use group process techniques as a basic approach to learning.
    b. Develop academic competence through seminar techniques, programmed instruction, and individual tutoring.
    c. Extend the curriculum to include a study of the total community.

The intent then is to reduce the possibility of alienation from the "real world" by creating a structure where the student must interact with the real world.

At the conclusion of the 1970-71 school year, the CULC goals had shifted somewhat. The Lasky evaluation identified the three goals of CULC as:

1. Provide an educational setting in which students may become more positive toward peers, family, school, and community.

2. Provide an educational setting in which meaningful interpersonal relationships may be developed among and between students, teacher-counselors, parents, resource people.

3. Provide an educational setting in which students . . . assume greater responsibility for their own education.

Whereas the goals as initially conceived in 1970 included some indication of a body of knowledge ("great technological and social changes," "life experiences in the community") to be learned, the goals at the conclusion of the year focused more closely upon the personal relationships and responsibility.

The 1971-72 school year ended with the Handley-Voorhees evaluation. The criteria by which the evaluation was done suggested goals quite similar to the Lasky statement. The objectives of the study focused the CULC goals into three areas:

1. The atmosphere created to allow learning to take place.

2. The attempt to integrate classroom learning with the real world.

3. The development of responsible citizens.

The Proposal for Funding for the 1972-73 school year was influenced by the Handley-Voorhees statements. The number of goals increased to eight.

1. To develop in the students more self direction and an increasing ability to make independent decisions,

2. To have students design their own courses based around their real interests, needs, and state requirements,

3. To integrate classroom theory with practical experiences in the real world,

4. To provide an atmosphere where students can learn to understand and cope with their own thoughts and feelings,
5. To create an environment in which students learn to respond to people not as stereotypes but as individuals,
6. To provide an atmosphere where students come to understand themselves and others through communicating with and learning from other students, resource people, staff and parents,
7. To learn to live in our city and society as responsible citizens,
8. To give students the opportunity to exercise freedom and develop responsibility.

The Voorhees evaluation and the Morford study completed at the conclusion of the 1972-73 school year reiterate the goal statements made earlier. Voorhees was adding questionnaire data to the baseline established with his (and Handley) study done the year before. The Morford study listed the 1972-73 year goals above.

2. Present

The present goals of CULC are well reflected in the last listing. The emphasis, in a global sense, is to create an atmosphere to allow growth. The growth is not, it seems, to predetermined ends, but ends decided by the students. The response to question #4 of the student questionnaire indicated strong preference for "freedom to learn what I want" as the primary reason for attending CULC. And yet the fundamental conflict between freedom and responsibility (as in "responsible citizen") has been evidenced. The Handley-Voorhees study demonstrated the uneasiness among the students when asked to attend at least 75 percent of the seminars.

There has been an increased emphasis upon the basic skills as an outcome, or goal of CULC. Three years ago the basic skills courses were originated at CULC. Attendance was voluntary. This year, voluntary attendance still is policy, but students are tested with a diagnostic instrument and encouraged to attend if scores so indicate.

Clearly, the goals of CULC are not so different from those of most schools, but the differences seem to be in the means of achieving them.

B. The Physical Environments

1. Past

CULC has changed its headquarters twice during its existence. During the 1970-71 school year, the location was on the fifth floor of the Western Reserve Building at 1468 West 9th Street. During 1971-72, 1972-73 school years the location was on the fifth floor of the Commercial Building at 2056 East 4th Street. During the 1973-74 school year the location has been on the fifth floor of the Warner Brothers Building at 2300 Payne Avenue. The first move became necessary because the rooms had no heat. The second move allowed CULC to consolidate its rooms without visitor traffic bisecting its space.

2. Present

The present location at Payne Avenue is similar in layout to the previous site with the important exception that no hallway runs through the cluster. The rooms were painted by the students and the amount of space seems adequate except when all students are gathered during the periodic student evaluations. An auditorium at C.S.U. is used for the community meetings involving students, staff, parents, resources and visitors.

All staff members have offices and seminars are often conducted in these offices. The counselling function performed by the staff necessitates such privacy. There are also two large rooms for seminars and lounge, and a room housing duplicating equipment where some classwork goes on.

The appearance is somewhere between elegance and squalor. The environment seems functional, but dirty. Some furniture is falling apart. The overall impression is that the students feel some ownership of the environment and are reasonably content with the surroundings.

There are no specialized facilities such as gymnasiums, lecture halls, sound-proofed rooms, and the like. These absenses are among the major features missing at CULC when compared to the previous school attended as assessed by students.

C. Seminars Planning

1. Past

The seminars are divided into two groups. The first group are designed to synthesize the experiences at the resources. It is this group of seminars that most closely resemble the type proposed by Newman and Oliver. They are the major vehicle to promote a sense of community and are also the subject of the greatest controversy. The second group of seminars are more appropriately defined as CULC courses. These seminars fulfill the dual purpose of providing course work that students cannot secure through resources and providing the coursework to fill out the State of Ohio criteria for graduation. The questionnaire responses and time logs did not discriminate between the two.

The planning of the seminars has involved primarily the staff, although evidence has shown that the direction of the seminars can be affected by the students. Since the first proposal for CULC it has been stated that the skills of group process possessed by the staff come into play within this context. The Lasky evaluation found that about half of the students have tried to develop or initiate seminars. As the school year progressed (1970-71) this percentage improved slightly.

The Director of CULC informed the evaluator that originally no seminars were planned, or held. As the need for the seminars became apparent to the staff, they were scheduled, but to be student-run. However, the staff saw the need for teacher planning at a later date. Time constraints have not allowed such planning to come to fruition.

The issue of attendance at seminars has held a prominent place in the history of CULC. Lasky found that over 80 percent of the students attended seminars at least 75 percent of the time. This datum was taken in 1971. In May of 1972, seminar attendance was made mandatory. In 1973, the Voorhees evaluation found that over 80 percent of the students disapproved of the mandatory attendance policy and less than half of the students attended seminars at least 75 percent of the time. Voorhees also found that of the five most mentioned responses to disliked features of CULC, seminars were mentioned at a rate of nearly two to one over the next closest feature.

2. Present

On matched questions (see Appendices I and J) the most frequent response to the seminars by staff and students was that they need more student involvement. The students, however, felt nearly as frequently that the seminars need to be better planned ahead of time. On the staff log, only one staff member specifically identified planning time for the seminar over a one-week period of time.

D. Resources Planning

1. Past

The use of city resources is the most distinctive feature of CULC. The apprenticeship form of learning is not a new idea, but of course the use of resources is different from the apprenticeship in several ways. However, it is hoped by CULC that not only does the student learn from the resource, but that the wider sense of community, e.g. as opposed to the sense of community within a physical entity known as a school, is instilled.

The Lasky evaluation showed little problem from the student's perspective in finding the right resource with over 90 percent of the students indicating such. However, from the staff's perspective, about 33 percent of the students showed little initiative in securing a resource by November of 1970. By the end of that school year the percentage had changed very little. Voorhees data show that most students want to learn from a resource, but that the qualifier "it depends" increased dramatically from 1970 to 1973.

2. Present

The interviews with the 12 resource people regarding the staging function of CULC and how it relates to them revealed that communication and guidance from the CULC staff was minute. While this varied with the particular staff member, 75 percent of the resources indicated little, or no, communication from CULC and 75 percent indicated virtually no guidance from CULC. One resource felt that the lack of guidance was a bonus (dislike of dealing with bureaucracies). Another was not even on the mailing list! However, all resources interviewed enjoyed their experience and would do it again if asked. The modal number of students they would wish to work with was two per semester with a range of 1 to 8.

In matched questions from the staff and student questionnaire regarding the resources, the staff felt that the resources ought to be more accessible and better informed about CULC while the students felt the resources ought to be more supportive. These data do seem to indicate that the resources can be reached if one travels to their place of work and that the resources need and desire some guidance from the CULC staff regarding the specific developmental needs of the student.

E. Student Planning

The course sheet serves the function of aiding the student to take responsibility for the direction of his education. The structure of the course sheet asks the student to determine the goals, objectives, activities, skills, resources, products, evaluation design, and potential credit to be attempted in a subject matter area. The evaluation of progress toward the goals stated on the course sheet is effected every six weeks and the process involves the student, teacher-counselor, and resource. Grading is not done. Credit is determined and granted based upon the clock-hours spent on the course, exclusive of homework, with full credit granted for 120 hours in academic areas, 160 hours in laboratory areas, 180 hours for independent study in academic areas, and 240 hours for non-academic areas. Students are expected to keep a journal for documentation of time spent and are also expected to carry the equivalent of at least two credits and be working toward four credits per year.

1. Past

The Lasky evaluation indicated that students accepted the value of the course sheet for designing responsibility, but the Voorhees evaluation showed many more students doubting their value. A student comment that kept appearing in these evaluations dealt with the rationale for the course sheet being more pro forma for state guideline purposes than offering aid to the student. Voorhees found that an average of 1.2 courses per student were designed to fulfill state requirements during the 1972-73 school year. Curiously, an average of 1.0 courses per student were designed from student interest. However, it is quite probable that some, if not many, courses that fulfill state requirements also fulfill the interest criterion.

On a more broadly defined area of student planning, Lasky determined that about 68 percent of the students had changed their goals, and Voorhees, two years later, determined that 96 percent had changed goals. Lasky asked the staff the question as to whether the student at CULC had set any goals, at all, and found 60 percent affirmative.

Another planning area regards the decision to gain a degree. Lasky found 90 percent planning to graduate while Voorhees found 80 percent.

2. Present

On the matched questions regarding the course sheets, 55 percent of the students felt the sheets help them organize as did 50 percent of the staff. As regards graduation plans, 83 percent planned to graduate (10 out of 12 students) from CULC. However, the plans following graduation indicate fewer than 50 percent of the students have definite plans.

F. CULC Planning and Structure

The evaluation of the planning and structure of a school leads one into a nebulous area. The refinement of such terms seldom reaches consensus. There is, however, some sense that a school can be viewed as a growing organism with certain features that indicate its potential for growth and increased vigor. The previous evaluations of CULC have each looked at the school in different ways to get at the growth concerns. Such variables as climate, staff functioning, smoothness of operation, and so forth were attempted to be defined and assessed.

1. Past

Lasky found that the staff, after one year of operation, was desirous of more structure for the guidance of students in goal selection and less freedom. The students slightly favored the need for more guidelines for the educational policy making and more heavily disfavored the increase of guidelines for controlling student behavior in the CULC offices. Some of Lasky's recommendations deal with the questions of planning and structure.

a. Defining the role of the teacher-counselor

b. More tangible rewards for students' performance

c. Ameliorating social pressures

d. Improve communication

e. More guidance for students in goal setting and self-evaluation

Handley and Voorhees assessed the organizational climate of CULC using the Litwin and Stringer scale and reported the staff and student perceived-desired scores. The evaluators found significant differences in staff ratings favoring the desired state in four of the six scales: standards, rewards, clarity, team spirit. Whereas the students' perceptions mirrored the significant differences for rewards, clarity, and team spirit, but significantly favored the perceived for the conformity scale. Clearly, the students and staff differed as to their view of conformity.

Voorhees looked at student's perceptions of the functioning, changes, and evaluative process. He found that students felt the school had changed for the worse, that opinion was split as to whether the school was a smoothly functioning organization, definite disagreement as to the notion that the staff sets challenging goals. Although students felt that the evaluation mechanisms worked in the granting of academic credit, they did not feel that the six-week evaluations were helpful. Over time, from the Lasky study to Voorhees, students reversed their notions of the need for more guidelines for educational policy and for student behavior. Although most students felt that the staff had done its job well.

CULC has a rigid enrollment policy regarding the composition of its student body. For the past four years the following ratios apply:

Black : white = 3 : 4
male : female = 1 : 1
city : suburb = 5 : 1

it's quota system also applies to the number accepted from various of Cleveland's high school districts.

2. Present

Data from the staff questionnaire regarding planning and structure revealed:

a. An indication that 2-3 hours were spent daily on planning.

b. That money problems and the search for money dominated the future planning of CULC.

c. That staff wished to see CULC extended to the Cleveland Public Schools.

G. Discussion of the Staging Dimension

As was described above, staging refers to the planning structure of CULC. From the initial theoretical constructs of Newman and Oliver through the parts implemented by CULC to the general planning structure of CULC, certain implications become clear.

1. CULC is a schooling enterprise dealing with heavily affective components and outcomes.
2. Affective components and outcomes are difficult to define and even more difficult to measure.
3. Such difficulty has two edges:
    a. Students have a great deal of freedom to define their educational program, but
    b. react negatively to attempts to define away the ambiguity and, hence, the freedom.
4. The extention of the boundaries of community conceptually and physically has created a problem for the staff in communicating with and providing guidance for community resources.
5. The facilitation of effective seminars becomes a difficult task when synthesizing diverse sets of experiences.
6. The fiscal uncertainties has dominated the future planning efforts of CULC.

IV. THE SUBSTANCE DIMENSION

A. Curriculum

Because the definition of the term curriculum is made in so many different ways, it would be helpful to point out the types of meanings the term is to convey in this evaluation. In one sense curriculum is meant to be the message of the school. Since the intended message is spelled out under the philosophy and goals section of the staging dimension this section will attempt to deal with the message from the students' perspective. Also, the course sheets tend to be the major organizing center for construction of the school's curriculum so some assessment of that feature seems warranted. The seminars will be dealt with in the next subsection, learning outcomes in the third, and the flavor of the interactions in the school becomes the fourth.

1. Past

Lasky found that the overwhelming majority of students enjoyed coming to CULC and that the advantageous reasons given centered around the freedom offered at the school. However, coupled with that enjoyment was the realization by two-thirds of those surveyed that the school had some disadvantages and primary among them was the lack of structure. This seeming paradox has been mentioned before and continues to emerge in the evaluation. Lasky's student sample felt that they had made progress toward their goals. The staff was divided in its judgment as to whether the students had set goals by November of the first year, but by April 60 percent felt goals had been set. Yet 33 percent felt satisfactory progress was being made, 40 percent felt some progress, and the rest were either uncertain, or saw no progress. As regards the course sheets, two-thirds of the students had been able to prepare such courses that held interest. Similar results were found regarding the search for resources.

The Handley-Voorhees evaluation contained a standardized climate scale that was applied against CULC in 1972. The sub-scale entitled "standards" gave some inkling of the differences between perceived and desired curriculum of CULC. While the students showed no significant difference, the staff's desired standards bested the perceived state. This finding tends to contradict the finding of Lasky regarding structure. It must be pointed out here that the Handley-Voorhees subscale, "structure," was defined as nearly equivalent to the meaning of conformity and hence not comparable to Lasky's use of structure. Handley and Voorhees also found that 75 percent more CULC students felt that their school was able to help them translate classroom learnings into real world experiences than non-CULC students.

Voorhees, in 1973, found that the most prevalent reasons for students coming to CULC centered around the freedom that the school offered and the desire to leave the previous school. Most students felt that the school had a positive effect upon them. The question as to whether the staff had set challenging goals again displayed one part of the earlier-stated paradoxas 52 percent disagreed. This percentage is less, however, than the 1971 data which showed 50 percent of the students disagreeing. As in 1971, a great percentage of the students felt they had made progress towards their goals. And as regards the course sheets, 50 percent of the students responding had prepared six or more sheets while 50 percent had not completed any at this data point. Voorhees data showed a drop in percentage of affirmative responses to the relationship between classroom learnings and work experiences over the 1972 data reported earlier and the interpretation of standards setting in the school remained the same.

2. Present

The requirements for graduation from CULC meet the minimum requirements as established by the State of Ohio. These requirements can be met through the accumulation of credits with work with the resources and the back-up seminars and/or CULC courses. The course sheet is the vehicle used by the student to propose credit seeking activity and an evaluation completed by the resource, student, and teacher-counselor is the vehicle used to determine the assignment of that credit. Hundreds of course sheets have been constructed and scores have been completed.

It is apparent from the student questionnaire that the students clearly like the freedom to design their own curriculum. It is interesting to note that the staff identified the student-staff relationship as the most liked feature on the matched question (Appendix H). While both students and staff identified the city resources as the most valuable feature of CULC, neither identified the course sheets as valuable. Both felt the course sheets to be fine, as they are, with a few indicating that if any change were to occur, the sheets ought to allow for more flexibility.

The range of possible courses available through the resources is limited only by the students' imagination. The evaluators observed the gamut. From general kitchen help at a restaurant to assisting an immunologist in cancer research. Though generally students visited resources two hours per week, in one instance students were expected to be at the resource 20 hours per week. The students' logs revealed and resource interviews confirmed a modest level of responsibility to appointments with resources. The resources are characterized as people interested in the CULC program, but also quite ready to point out the "lack of fit" between some students and the resource's offering. Most do not characterize themselves as teachers, but professionals in their work and the students must learn as they participate. In few instances were the students viewed as valuable additions to the work product of the resource. As is to be expected, the students' competence does not usually allow them to be otherwise. However, it is consistent with educational theory that the first criterion of such a resource education program be the learning experience of the student. Only secondarily is the work product of the student as it aids the resource considered.

Another evaluative indicator of the CULC curriculum is the acceptance percentage of graduates to college. This indicator is not meant to imply that CULC has a goal of college entrance, but rather to point out the view the colleges apparently give to the adequacy of the CULC program. Table 5 summarizes some of the data from Appendix K.

Table 5
Percentage of College Entrants of CULC Graduates

Year	Total Graduates	Accepted to College	%
1971	6	5	83
1972	22	13	59
1973	37	15	41
Total	65	33	51

These percentages are consistent with most public high schools around the country and seem to indicate that CULC presents no detriment to the student interested in gaining college admission.

At this writing, Father Shea is studying CULC graduates in some detail and his results should add to the clarity of the effects of the CULC curriculum over time.

The features missing from CULC but present in other schools seem to center around the facilities area and the friends of the students still attending the previous school. While the latter is always a problem when changing schools, the former represents the CULC general money problem. It cannot compete with the facilities available at the public school and even the use of the public facilities for a library, gym, etc. seems to have its drawbacks.

B. Instruction

1. Past

The Lasky evaluation found that the students thought the resources were functioning well as teachers and that the CULC staff were doing their jobs well. The seminars, however, were viewed as moderately valuable.

Handley and Voorhees subscale, "rewards," seems to suggest that the students and staff feel that greater rewards are desired than available within CULC.

Voorhees assessment of the value of the seminars had the same kind of student responses as Lasky and similar response to the effectiveness of the resources as teachers.

The Morford study commented on the apparent need for more structured seminars.

2. Present

Appendix P.contains a weekly schedule of the seminars and CULC courses offered. An analysis of this schedule reveals 33 different offerings for a total of 46 hours. Most seminars meet for one hour weekly and most CULC courses are scheduled for two hours. The following table shows the class hours scheduled for each of the CULC staff.

Table 6

Scheduled Hours for CULC Staff by the Week

Staff	Hours
Barb	6
Bill	5
Mark	5
Mary	7
Mike	12
Ruth	7
	42 hours

The student questionnaire revealed that the sample believed the seminars to be of value and mostly served the purpose of adding to general knowledge. The staff, on the matched question, shared the students' perception.

The evaluators observed ten seminars/courses during the course of one week. The following table lists the seminars visited and the attendance observed.

Table 7
Seminars Observed and Attendance Recorded

Seminar	Attendance Observed	Attendance Expected
Basic Skills	8	8
Indian History	8	10
Black History	8	8
Philosophy and Religion	4	10
Algebra II	3	4
Government	16	16
Our Natural Environment	11	11
Physical Education and Health	7	12
Art	5	7
Poetry	N.A.	N.A.

Few commonalities emerged in the observations. In fact, great variability was observed regarding teaching technique, level of content, and amount of structure. One session involved a teacher lecturing for the hour, another was organized around the talk of a local government official, and still a third involved a student presentation of the use of the pottery wheel.

The observations seemed to confirm the general intention of the CULC staff to organize the seminars around the student input and to plan the CULC courses as more structured, teacher-led experiences. With regard to the seminars, when lulls occur, or communication stops, or other incidents generally regarded as indicative of a session not going smoothly happens, the teacher tends to reflect this lull back to the students as an opportunity for class evaluation. Thus does group process become evident.

Some commonalities, however, were observed. All seminars and courses were viewed as comfortable, warm, friendly and understanding. Students and teachers were permitted to smoke during sessions and all classes took on an informal style. Generally the responsiveness of the seminars/courses to the needs and differences of students was viewed as medial.

Overall the seminars/courses observed would have to be described as uneven. Instances of incorrect information being exchanged and extremely trivial activity going on was mixed with other instances of logical expositions by staff and critical thinking by students. Some comments by observers were:

"evidence of substantial planning"
"This class isn't helping students"
"very superficial discussion"
"students were very fluent and provocative and searching"

C. Learning Outcomes

1. Past

Because of the philosophical stance of CULC and somewhat, secondarily, the logistical problems of assembling all students for a testing situation, few of the previous evaluations have dealt conclusively with the learning outcomes generated by the CULC program. Most are sure such outcomes exist and the CULC program accepts the students' self-evaluation as *prima facie* evidence of such outcomes.

The Lasky evaluation was primarily a process evaluation. That means that very little attention was paid to learning outcomes. The only indication of such interest dealt with student responses to a question about their ability to assume responsibility for their own education, to which the affirmative replies bested the negative by 86 percent.

The Handley-Voorhees evaluation expanded upon the variable of responsibility using a standardized scaling and found that both staff and students perceived the level of responsibility to be commensurate with the desired state. This evaluation also extended the concern for learning outcomes by defining the primary desired outcomes to be similar to the Kohlberg Moral Development Scale. In a comparison design, seven CULC suburban and seven CULC urban students were measured along with matched non-CULC counterparts. CULC students' scores exceeded non-CULC scores indicating generally higher moral development for CULC students. Although the sample size limits generalization the results suggest a worthy direction for further study.

Voorhees, in 1973, asked CULC students to assess their achievement level in several academic areas and found that few students rated themselves as poor. The specific percentages for the poor category are: reading 4%, math 22%, history/government 10%, English 13%, science 15%, and other courses 6%. Most students reported improvement in reading, history/government, English and other courses over the year while equal numbers reported staying the same and improving in science, and most felt they had not improved in mathematics.

2. Present

This evaluation also chose not to apply standardized instruments to CULC for the determination of learning outcomes. The reasons would be distributed evenly among the logistical problems involved, the general reticence of CULC toward such measures, and the feeling among the evaluators that such measures may not provide meaningful information and might cause some misinterpretation. However, some self-evaluation with regard to affective outcomes was attempted and data on file (SAT scores)were used to get some indication of outcomes.

The staff was queried about student achievement and all indicated that they used their own subjective judgment as to the extent of that achievement. The general feeling was that students achieved according to their chosen goals. This comment conflicts somewhat with an earlier stated concern with the mastery of basic skills.

The results of the Affective Outcomes Scale reported in Appendix N shows great consistency. Generalities are risky with such measures, but the low ratings in number 14 and number 23 are of interest. A legitimate interpretation for number 23 could be made regarding the difficulty anyone faces in making decisions and that CULC should be praised for allowing students to come to that realization while still in high school.

The following table presents the SAT scores that were obtainable from various sources. These scores represent various CULC twelfth graders through the past four years. It must be remembered that those who took the SAT had college desires and as a consequence represent a non-random sample of all CULC students.

Table 8
Available SAT Scores of CULC Twelfth Graders 1971-1974

	Student	Verbal	Quantitative	Total
	A	360	320	680
	B	320	370	690
	C	360	360	720
	D	370	360	730
	E	350	450	800
	F	470	430	900
	G	540	410	950
	H	560	430	990
	I	560	470	1030
	J	600	460	1060
	K	510	560	1070
	L	610	550	1160
	M	630	580	1210
	N	640	720	1360
	$\bar{X}$	491	462	953
1973 National	$\bar{X}$	430	461	892
1973 Case	$\bar{X}$	580	661	1241
1973 Reserve	$\bar{X}$	528	570	1098

Although the results, again, are not conclusive the strong suggestion of all these data is that CULC does not hamper cognitive achievement of students seeking college and tends to further certain affective learnings. This area is still quite tenuous as to definitive recommendations and demands careful, reasoned probing.

D. Interactions

This final subsection of the substance dimension deals with the person-to-person connections in the school. The main actors involved are the students, staff, and resources.

1. Past

The Lasky evaluation discovered that students felt that their major change (outcome) as a result of participation in CULC was a more openness to self and others. The staff supported this opinion through a positive perception of student-student interaction and, though less positive, student-staff interaction.

The subscale, "team spirit," measured by Handley and Voorhees gives an indication of past perception of interaction versus desired interaction. Both students and staff significantly depressed the perceived team spirit variable under the desired.

The Morford study's major sources of problems identified dealt with interactions. Staff-student interaction for the purpose of counseling the student about the desirability of CULC, parents and peer relationships, and adequate communication are all strongly linked to the interaction variable.

2. Present

The student's felt that the teacher-counselors, by and large, were acting as they should act. Some felt that the staff might be more directive and a response was indicated for more support and availability. The staff had reacted to the same question in the same way by indicating that direction was the quality most needing improvement and availability as a close second.

Most of the staff felt their rapport with the students to be good. The role of the teacher as counselor was viewed by the staff as being one of primarily a listener and friend and participant in rap sessions.

General observations by the evaluators supported these assertions. The informal climate of CULC seemed to facilitate a great deal of interaction and at any visit one found groups of students engaged in talk among themselves and with staff. The problem issues within the governing mechanism reflect the importance of interaction. Drugs, sex, more communication, the quota system of entrance criteria all point to this area as one of CULC's major features.

E. Discussion of Substance

The components of the substance dimension, curriculum, instruction, learning outcomes, and interactions raise certain implications for the future of the school.

1. The curriculum of the school is really a sum of individual student programs.
2. Great unevenness is bound to occur depending upon the ability of the student to initiate, seek-out, and interact with resources that fit the students needs.
3. The mechanisms to smooth this unevenness by filling in the depressions are crude and need improvement.
4. As was indicated in the staging section, a tremendous burden is placed upon the staff to plan seminars that take advantage of the diverse resource and life experiences of the participants.
5. The staff's response to this burden is to shift that burden to the student. This may not be the only alternative.
6. The original intention of CULC was to use the skills of group process to effect this planning. However, the staff seems to need help in this area.

7. Although the evaluation done by students, staff, and resources served a purpose, resources seldom use it, the staff is left to subjective judgment regarding outcomes, and the students express a desire for more tangible rewards.

8. Finally, the quality of interaction is one of CULC's strongest features. Diversity is programmed and the results are encouraging.

V. GOVERNANCE

A. Decision-making Structure

CULC is an autonomous decision-making body. At least as autonomous as one school can be that seeks both funds from agencies and recognition from accreditation bodies. All decisions are made by representatives of CULC within the generally understood parameters of the two aforementioned groups.

The major policy making body is the Executive Board. In Appendix T is described the general structure of that board and its authority. It must be noted that the board is essentially bicameral in that students are equally represented with adults. One staff member is also a member of the board. The staff questionnaire reveals that the board is viewed as generally effective, but cumbersome -- a comment not unusual when discussing decision making by committee.

The administrative structure at CULC is quite simple. The Director of the school is charged with implementing the policies of the Executive Board. However, the Director functions as a staff member; i.e. teaches, counsels, communicates with resources and the like. Many administrative duties are shared among the staff; e.g. one staff member is the bookkeeper-treasurer. The Director functions more as a facilitator-coordinator than the counterpart line officer in a public school.

At another level of decision-making, it is apparent that the students have the means to affect the nature and direction of their educational program. The selection of resources, the initiation of seminars, the abrogation of the responsibility of setting the direction of the seminar to the student are all factors in the construction of this decision making power.

B. Financing

Appendix V contains the four, yearly budgets of CULC. A perusal of those budgets reveals no unusual expenses germaine to a school with the possible exception of the items labeled "consultant" and "transportation". Both are expected and explainable. The innovative nature of the CULC program indicates the consultant need and the extensive trips explains the transportation costs.

The following table shows per pupil costs for the four years of CULC.

Table 9
CULC Per Pupil Costs 1970-1974

Year	Total Budget	Pupil Enrollment	Per Pupil Expense
1971	$81,019.14	59	$1,373
1972	88,977.00	93	957
1973	89,650.00	104	862
1974	78,000.00	99	788

The downward trend is to be expected with a new program. No attempt was made to subtract such capital expenses that are not usually used in computing per pupil costs. And students who had enrolled but never attended were excluded from the divisor. In comparison to per pupil costs available from public schools across the nation, the CULC costs are in line to slightly below.

C. Control of Direction of the School

It is evident from interviewing students that for those who take the time to participate, the feeling is that the students can affect the direction of the school. A *cause celebre* during the past school year demonstrates this conclusion. The Executive Board decreed that a midyear evaluation must be completed by the student or the student would lose accumulated credit for the course. The students organized a meeting, aired their feelings, confronted the Executive Board and got the decision changed (deletion of loss of credit).

Other instances of students affecting control over their own educational enterprise are cited in Appendices R and S. The clear conclusion seems to be that both staff and students can and do affect the direction of the school.

A few comments are in order regarding the lack of student participation in school governance at CULC. Most staff members commented on this phenomenon as a problem. As can be seen from the replies of the student sample, a sizeable number of students do not participate in the governance. In one sense, then, CULC is not achieving an implied objective, that of creating good citizens (voters, participants). However, even the most casual observer of present society must be forced to admit that not all citizens participate in local, state, or federal government. And not even 50 percent of those eligible vote.

D. Reactions to Absorption

A final section includes data regarding the possible loss of the independence of CULC. When surveyed, both staff and students were not adamantly opposed to absorption by a public school system. Most concerns for such a happening centered around the fears of loss of freedoms and gaining bureaucratic entanglements. All staff were quite realistic about the necessity of (1) survival, and (2) spending less energy on securing funding and more time on curriculum planning matters. In sum, the prevalent feeling is that the absorption would be welcome if certain assurances of autonomy were made.

VI. PROMISING PRACTICES AND LIMITATIONS

The data presented leads to the following conclusions regarding practices at CULC. The order of presentation of these conclusions does not indicate any hierarchy.

A. Promising

1. The collegial nature of the staff teaching schedule offers a great opportunity for additional institutional planning and student counseling.

2. The small pupil-teacher ratio in the various seminars and courses lends itself to the individualized nature of the educational program.

3. The dual role of teacher-counselor is congruent with contemporary educational thought and acts as an agent in building continuity in any one student's schooling life.

4. The quota system of enrollment establishes an appropriate mix to deal with value clarification.

5. The use of community resources for academic instruction as well as vocational training provides a degree of richness not usually obtained in conventional programs.

6. The concern for basic skill development reflects current urban education realities.

7. The air of informality at the school site creates a more comfortable climate (less hostile) for students.

8. The sense of community generated results in a school that is the life of students and not an appendage to that life.

9. The governance structure works and students feel ownership of the direction of the school.

10. The high degree of responsibility that students must take for their own programming results in a realistic appraisal of what it means to be an adult.

B. Limiting

1. The facilities, while adequate for the small gatherings, is quite limiting for special needs and events.

2. Specialized help in counseling, library service, diagnosis, and the like is fragmentary.

3. Communication with and coordination of resource experiences is a serious hindrance to the quality of the program.

4. Evaluation and assessment of student outcomes is subjective and results in a feeling of insufficient reward.

5. The seminar structure is not, in most instances, fulfilling its intended role. Rethinking ought to be done about the teacher-student role in the seminars and how mechanisms can be constructed to better capitalize on the experiences with resources.

6. The basic skills work is rudimentary and simplistic.

7. Because of student need, some staff find themselves guiding student effort in areas for which they have little competence.

8. The record keeping arrangements need more systematizing. Data useful to students and staff is not readily available and its raw form hinders interpretation.

9. The search for funds has drained the energies of the staff and kept them from attention to curriculum planning matters.

VII. FEASIBILITY ISSUES

The decisions to incorporate an independent school within a large, urban, public school system involves many actors and variables. The intent of this section is to list some of the issues involved in such decisions as regards CULC.

1. The present student enrollment at CULC is about 100. The file of resources to support that number is many pages in length. If the number of students increased, could the numbers of resources be located to support a larger enrollment?

2. The nature and amount of support provided to the resources needs to be determined.

3. The hours that the staff commit to the program is unusual and often exceeds those typically demanded of conventional staff. The issue of time commitment and its congruence with a negotiated master contract needs to be determined.

4. The separate location of CULC has inherent advantages for the goals of CULC. It is yet to be determined if this type of program would work as well within the physical structure of a public school building.

5. The rules of conduct in the CULC building are less restrictive than those within a conventional building, e.g. smoking by students in class.

6. Since State aiding formulae are based, in part, upon attendance figures, the relaxed view of attendance is an area of concern. It is possible that CULC's policies regarding attendance may conflict with Ohio school law.

7. CULC has a van at its disposal for transportation. While transportation needs are not spontaneous, the nature of the program places heavy demands upon transportation.
    a) Some student groups to resources
    b) Long field trips; e.g. to Minneapolis, or Washington, etc.
    c) Several shorter trips around the city.

8. The assessment of learning outcomes on a city-wide basis would have difficulty accommodating itself to a school program whose major goals are affective.

9. The level of student decision-making in the governance of CULC and the policy making functions of a Board of Education could conflict. The derivation of authority for the Director and the consequent lines of responsibility are in potential dissonance with conventional practice.

10. Many of the above feasibility issues are encompassed within the controversial rubric of freedom. As was evident in the data, ambiguity seems to promote freedom, or conversely, the attempt to clarify the nature and goals of CULC resulted in students' perceiving a restriction of freedom. The freedom issue is pervasive.

11. A final issue is difficult to assess and resolve. It involves the concern over the "wholeness" of CULC. Since the original conception of CULC dealt with ways of building a sense of community, a breaking up of CULC, conceptually, into its component parts and consideration of each part on its merits may destroy the essential and overall goal of CULC. The parts of any program may not be additive. Perhaps CULC is, in the final analysis, a promising practice.

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CLEVELAND URBAN LEARNING COMMUNITY

2300 PAYNE AVENUE, ROOM 507 Phone (216) 523-1875-76 CLEVELAND, OHIO 44114

APPENDIX A

STATEMENT OF ADVOCACY FOR CLEVELAND URBAN LEARNING COMMUNITY

(To accompany the evaluation of CULC by Case Western
Reserve University and the Cleveland Schools)
June 24, 1974

We, the Executive Board of the Cleveland Urban Learning Community, believe that:

(1) There is the need for the existence of the Cleveland Urban Learning Community in Cleveland.

(2) The Cleveland Urban Learning Community should be absorbed by the Cleveland Public School System.

(3) The Cleveland Urban Learning Community should be operated as an autonomous alternative program within the Cleveland Public School System.

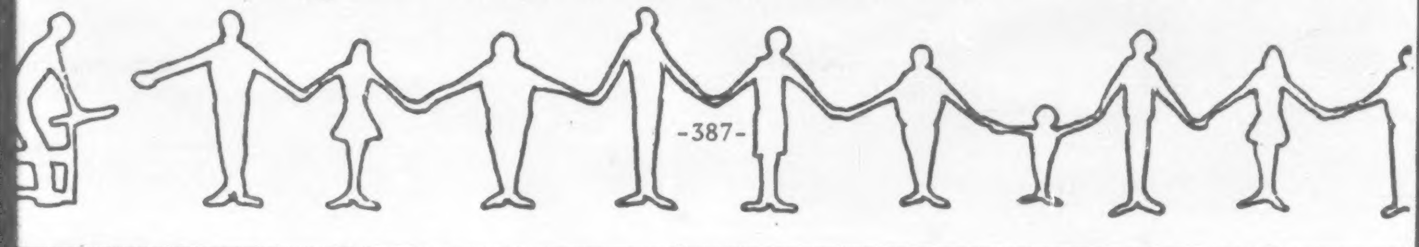
WHY WE SHOULD EXIST

There are many ways in which one can be educated. Education should provide a means of understanding the systems of the world. CULC represents one way to do this within the framework of high school education.

The idea of CULC is not unique. There are similar (if not the same) ideas in action in other parts of the United States. However, the idea of CULC is unique in Cleveland in that it provides a clear alternative to the education of high school students.

There is a movement toward atternative education throughout the country. The authors of Policies and Standards for the Approval of Optional Schools and Special Function Schools. (Commission on Schools. North Central Association of Colleges & Schools, March 1974)

> It seems likely that in the foreseeable future many different types of schools will exist side by side within the total educational structure, each designed to meet a different set of specified learning an living needs of young people. These schools will not be competitive with nor antagonistiv to one another, but rather will be complementary in effort and thrust, helping American education redeem its long-term commitment to the fullest education of every child.
>
> While the standard school certainly will continue to be the major institution in American education, it will not be the exclusive one. Other types of schools will develop, seeking to provide more fully for the total educational



needs of the community. Widespread educational options--the coexistence of many types of alternative schools and programs--would strengthen American education as a whole.

As an alternative CULC has much to offer:

CULC enables students to take part in their own education.
CULC enables students to develop the useful tool of responsibility.
CULC enables students to learn about and with others.
CULC enables students to gain concern and respect for fellowmen.
CULC enables students to connect the experimental and theoretical world of books with the practical world of people and things.
CULC enables students to design curriculum related to individual progress rates and needs.
CULC enables students to appreciate learning for learning sake rather than learning dictated by the clock.
CULC provides growth from mixing of diverse students in an atmosphere where they have free exchange.

CULC offers specialized education in decision-making and problem solving--both on a day to day level as well as relating to overall life experiences.

CULC offers experience in the use of city resources thus providing integration of school and the real world.

CULC produces students who have the ability to deal effectively with change and the pace of our present day society.

CULC students are self-actualized people who understand their own strengths, weaknesses and abilities and can act accordingly.

CULC affords students a community-setting in which to learn--i.e. provides a sense of belonging and commitment.

CULC can meet needs of students who are on probation, dropped out of school, or for other reasons, cannot relate to the traditional classroom.

CULC provides flexibility in its curriculum for those students wanting or needing structure as well as those who work well on their own.

CULC helps to develop in a student "find-a-job" and "pick-a-college" skills through its process of finding resources in the city.

CULC seminars produce an atmosphere of participation and representation for students in a particular area of interest within a chosen field of study.

CULC meets the standards as transcribed by the State of Ohio Board of Education for secondary education.

All students have an equal chance of success at CULC. Progress occurs when students project goals, work at carrying them out and document the learning along the way to reaching those goals.

CULC has existed in Cleveland for four years. It has served as a model to already existing systems of education (Beachwood, East Cleveland, Cleveland Heights, and New Morning School, Cincinnati, Ohio) who have sought to provide an alternative education for those students who, for various reasons, do not fit well in the traditional educational mode. CULC should exist to continue to serve as a model for those who view its philosophy and ideas of education as relevant to many students in the Cleveland area and around the nations.

WHY WE SHOULD BE ABSORBED BY THE CLEVELAND SCHOOL SYSTEM

There is a need for CULC type education in the Cleveland area. This has been demonstrated by the more than one hundred students enrolled in the program each year. We believe that CULC should be absorbed by the Cleveland Public Schools. CULC developed and demonstrated competence in resource education. We have four years experience behind us, including the experience of graduates, staff, students and resource people, curriculum methods and numerous evaluations.

We should be absorbed because the Cleveland Public School System is the best vehicle to provide alternative forms of education for needy students because these students could be identified, counseled, and transferred into alternative programs such as CULC without ever leaving the system. The CULC program could reach a broader range of students and teachers through co-operative counseling.within the school system. Students would be afforded mobility between programs within the school system rather than having to withdraw from public school. Credit transfer would be smooth and effective. Permanent accreditation by the State of Ohio would be assured under the auspices of the Cleveland Public Schools.

Energies now spent on fund raising, rather than program, could be directed back into working with students because funding would be assured through public tax dollars. Parents of students in the program from the City of Cleveland would be getting the education they pay for through their taxes.

The curriculum now offered by the school system would be expanded to include a wide variety of course offerings through CULC--whose curriculum is as wide as the city's vast resources.

One distinct advantage absorption of CULC would afford the school system is an example of how to deal with isolated racism within the City of Cleveland. CULC offers the school system one solution to its concern for breaking down the pattern of segregated schools.

Finally, precedent has been set in many other cities including Cincinnati, Minneapolis, St. Paul, Chicago, Philadelphia, St. Louis and others across the country for offering alternatives within the public school system.

HOW WE SHOULD BE ABSORBED

CULC should be absorbed, essentially, as an autonomous educational unit.

CULC would change itself to incorporate communication and integration within the school system without losing the vital components upon which our community nature is based, i.e. our small size, small independent center, use of community resources, and representative governing structure, as well as our diversity of student body.

We are confident that absorption of CULC by the Cleveland Public School system would be a mutually beneficial step.

Iris F Foster
Iris F. Foster
President

Colleen T. Lilley
Secretary

Barbara L. Gricar
Barbara L. Gricar
Executive Directress

We, the undersigned, are in full support of the statement of advocacy for the Cleveland Urban Learning Community signed this 25th day of June 1974.

1. Eric J. Brown, Director of Concept One - Beachwood High School.
2. Les Robinson - Administrative Asst - Beachwood H.S.
3. Bro. Kenneth J. Uckotter S.M., Director of School in Circle Program, Cathedral Latin School.
4. Shirley Seaton, Principal - Charles H Lake School
5. Leon W. Pryor, Principal, East High School
6. Larry Perry, Ass't Supt. East Cleveland School.
7. Joseph T. Matava, Administrative Principal, Cleveland Heights High School
8. Thomas F. Shea, S.J. Former Director
9. John E. Addison, Director Street Academy, Cleveland Urban [illegible]

APPENDIX B

CULC EVALUATION

Part II: Written Questionnaire

A. Please fill in briefly.

______ 1. AGE

______ 2. SEX (M, F)

______ 3. RACE (B, W,)

______ 4. GRADE LEVEL (10, 11, 12)

______ 5. How many years have you been at CULC (including this year)?

B. Please write THE LETTER of your answer in the space provided.

______ 1. What kind of public school did you attend before CULC?

a. public   c. parochial
b. private   d. noncoed

______________ 2. What is the name of the public school you would be attending if you were not at CULC now?

______________ 3. How did you find out about CULC?

______ 4. What were you seeking when you chose to come to CULC?
Please write the LETTERS of your choice of reasons
______ from the list below in order of importance.
If none of these were involved in your decision, write
______ out up to three of your own reasons for choosing CULC
in order of importance.

a. new friends
b. an escape (that is, I had to go to school somewhere)
c. something different (new approaches to learning)
d. a chance to get ahead in life
e. a high school diploma
f. a chance to find myself
g. independence
h. freedom from rules, regulations, authority
i. freedom to choose what I learn, how I learn, where I learn and with whom I learn
j. a chance for my parents to have a say in decisions made about my school and my education

______ 5. Have you found what you were seeking at CULC?

a. Yes   c. somewhat
b. No   d. undecided

______ 6. Do you wish to be graduated from CULC?

a. Yes
b. No
c. Undecided

______ 7. What do you plan to do immediately after leaving CULC?

a. I have no plans right now.
b. I wish to obtain a job.
c. I want to continue my schooling at college.
d. I wish to continue my schooling with other training.
e. I want to take some time off to get myself together.
f. I plan to travel.
g. I plan to enlist.
h. Other (Please write out in the space provided.)

______ 8. Would you want to see CULC become a part of the Cleveland Public School System? (either as a separate school outside the public schools or as a separate school within it.)

a. Yes
b. No
c. Unimportant

______ 9. Do you extend permission to the evaluators to speak to your parents regarding this evaluation about such things as their part in decision making, the effectiveness of the program...?

a. Yes
b. No

______10. If you had not come to CULC, what would you be doing now?

a. Working.
b. Nothing in particular.
c. Attending previous high school.
d. Other (Please write out).

11. Please list in order of importance up to five things that you like most about CULC (List the MOST IMPORTANT FIRST).

______________________________ 1.
______________________________ 2.
______________________________ 3.
______________________________ 4.
______________________________ 5.

12. Please list up to five features that you LIKE LEAST about CULC (List the LEAST LIKED FIRST).

____________________ 1.

____________________ 2.

____________________ 3.

____________________ 4.

____________________ 5.

13. Please list in order of importance up to five things that you LIKED MOST about your previous school.

____________________ 1.

____________________ 2.

____________________ 3.

____________________ 4.

____________________ 5.

14. Please list in order of importance up to five things that you LIKED LEAST about your previous school.

____________________ 1.

____________________ 2.

____________________ 3.

____________________ 4.

____________________ 5.

______ 15. Which three of the following CULC features have been most valuable to you. Write the LETTER of your choices in order of importance.

______

______

a. City resources
b. CULC seminars
c. Independent setting
d. Small ratio between teacher-counselor:student
e. Student mix
f. My part in daily decision-making for myself
g. My role in making decisions for the school
h. Relationships between teacher-counselor and me
i. Course sheets
j. Noncompulsory daily attendance
k. My part in planning and devising my own program
l. My part in finding my own resources
m. My role in evaluating my own program
n. My part in doing my own program

C. Please write the LETTER of your choice in the space provided. You may chose more than one answer.

______16. The course sheets...
- a. help me organize my thoughts, goals, methods.
- b. help me in my evaluations.
- c. keep people off my back.
- d. help others but not me.
- e. help fulfill state requirements.
- f. other (please write out your answer).

______17. The course sheets need...
- a. to be abolished.
- b. to be kept as it.
- c. to be more structured.
- d. to be more flexible.
- e. other (please write out).

______18. The seminars...
- a. give me a chance to express my feelings.
- b. give me a chance to hear others express their feelings.
- c. give me a chance to be with other CULC students.
- d. add to my general knowledge.
- e. other (please write out).

______19. The seminars need to...
- a. be better planned ahead of time with different topics featured each week, for example.
- b. have more students involving themselves and speaking up.
- c. get rid of teacher-counselors and become more student run.
- d. be more than sitting and talking sessions and perhaps involve going places, for example.
- e. examine what brings the group together (i.e., process).
- f. other (please write out).

______20. In general the community resource people need to...
- a. be more supportive.
- b. be more accessible (time and place).
- c. satisfy me needs better.
- d. be less threatening.
- e. be more like teacher-counselors.
- f. other (please write out).

______21. In general, the teacher-counselors need to...
- a. be more supportive.
- b. be more available.
- c. be less threatening.
- d. be more flexible.
- e. be more directive.
- f. be clearer about what is expected of me.
- g. other (please write out).

______22. In general this questionnaire is...
- a. interesting.
- b. dull
- c. necessary.
- d. dull (please write out).

23. If you have no objections, please identify yourself.

______________________________Name.

______________________________Day and time/interview.

APPENDIX C

CULC EVALUATION/ORAL INTERVIEW

1. Has CULC made a difference in your life?
   If yes, how do you feel you have changed since coming to CULC?

2. What do you feel you are missing by being here at CULC rather than at your previous high school?

   a. freinds
   b. dances
   c. security
   d. school spirit
   e. sports
   f. discipline
   g. driver education
   h.
   i.
   j. other

3. Identify three instances this past year when your concern or say has affected the direction of the school (CULC).

   a. Staging and planning
      1) Personal
      2) Institutional

   b. Governance

   c. Substance
      1) Program (mechanisms)
      2) Outcomes

CULC
APPENDIX D

ITEMS

1. Self-understanding	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9
2. Self-esteem	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9
3. Courage to fail	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9
4. Giving love	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9
5. Accepting love	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9
6. Openness	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9
7. Peace of mind	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9
8. Tendency to trust others	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9
9. Level of aspiration	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9
10. Physical energy	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9
11. Versatility	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9
12. Innovativeness	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9
13. Expressing anger	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9
14. Receiving hostility	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9
15. Clarity in expressing my thoughts	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9
16. Ability to listen in an alert and understanding way	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9
17. Reactions to comments about, or evaluations of my behavior	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9

ITEMS

18. Tolerance of differences in others	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9
19. Interest in learning	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9
20. Independence	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9
21. Vision of the future	1	1	1	1	1	1	1	1	1	1
	0	1	2	3	4	5	6	7	8	9

22. Ability to make my own decisions

0 ________________ 1 1 ________________ 9
Low High

23. 0 ________________ 1 1 ________________ 9
Always Never

24. 0 ________________ 1 1 ________________ 9
Very low Very high

25. 0 ________________ 1 1 ________________ 9
I can make a commitment and always keep it
I can never be sure about this ahead of time

26. I would prefer to be out working than to remain at CULC.

27. People at CULC consider that what I say is important.

28. People outside CULC consider that what I say is important.

29. People at CULC expect me to do the best I can.

30. People at CULC like me.

31. I am clear about what is expected of me at CULC.

CULC
APPENDIX E

STUDENT LOG: MONDAY DATE____________

6:00 A.M.

8

10

12 noon

2

4

6

8

10

12 midnight

APPENDIX F

Cleveland Urban Learning Center

Staff Interview

Staff Member_______________________ Date_____/_____/ 74

Total Student Load______________ Active________

The following questions are also being asked of the student sample, please answer them from your own (staff) point of view.

1. Please list in order of importance up to five things that you like most about CULC (List the most important first).

   ____

   ____

   ____

   ____

   ____

2. Please list up to five features that you Like LEAST about CULC (List the Least Liked First).

   ____

   ____

   ____

   ____

   ____

3. Which three of the following CULC features have been most valuable to you?

1.______

2.______

3.______

a. City resources
b. CULC seminars
c. Independent setting
d. Small (low) ratio between teacher/counselor and student
e. Student mix
f. My part in daily deicision-making for myself
g. My role in making decisions for the school
h. Relationships between teacher-counselor and me
i. Course sheets
j. Non-compulsory daily attendance
k. My part in planning and devising my own program
l. My part in finding my own resources
m. My role in evaluating my own program
n. My part in doing my own program

Please write the LETTER of your choice in the space provided.
You may chose more than one answer.

4______ The course sheets...
- a. help me organize my thoughts, goals, methods.
- b. help me in my evaluations.
- c. keep people off my back.
- d. help others but not me.
- e. help fulfill state requirements.
- f. other (please write out your answer).

5.______ The course sheets need...
- a. to be abolished.
- b. to be kept as is.
- c. to be more structured.
- d. to be more flexible
- e. other (please write out).

6______ The seminars...
- a. give me a chance to express my feelings.
- b. give me a chance to hear others express their feelings.
- c. give me a chance to be with other CULC students.
- d. add to my general knowledge.
- e. other (please write out).

7______ The seminars need to...
- a. be better planned ahead of time with different topics featured each week, for example.
- b. have more students involving themselves and speaking up.
- c. get rid of teacher-counselors and become more student run.
- d. be more than sitting and talking sessions and perhaps involve going places, for example.
- e. examine what brings the group together (i.e., process).
- f. other (please write out).

8______ In general the community resource people need to...
- a. be more supportive.
- b. be more accessible (time and place).
- c. satisfy my needs better.
- d. be less threatening.
- e. be more like teacher-counselors.
- f. other (please write out).

9______ In general, the teacher-counselors need to...
- a. be more supportive.
- b. be more available.
- c. be less threatening.
- d. be more flexible.
- e. be more directive.
- f. be clearer about what is expected of me.
- g. other (please write out).

END OF STUDENT QUESTIONS

10. How much time do you spend planning?
For student seminars or activities____________________

With students on individual courses____________________

11. What is your rapport with your students.
Instance of Positive nature____________________

Instance of negative nature____________________

12. Have you done anything to promote your own professional growth.
i.e. graduate work, inservice (CULC) travel

specific example(s)____________________

13. What is your view of student discipline?
self-discipline____________________

____

as a member of CULC ____________________

____

14. How do you view your role as a counselor?

Do you feel that you should have some (any) specific
training for this role?

15. Student Achievement

General ____________________

Specific____________________

Basis for Comparison____________________

16. What are some examples of how the students have affected the
direction of the school. (governance, proceedure, etc)

17. What are some examples of how the students have affected
the program? Course offerings, resources, etc

18. How has the staff affected the direction of the school?
General

Specific examples:

19. What do you see as the schools future?

ideally

realistically (pragmatically)

20. How effective is the schools governing body?
Strengths

Weaknesses

21. What problems do you see in the process of another institution or school system absorbing or merging with CULC?

22. Would you wish to continue as a member of the staff if CULC were absorbed or mreged? Yes No

Conditions ______________________________

23. What do you feel that students miss by participating in CULC

a. friends
b. dances
c. security
d. school spirit
e. sports
f. discipline
g. driver education
h. ____________
i. ____________

24. Identify some specific instances where you have affected the direction of the program in

planning 1) personal

2) institutional

governance

Substance 1) Program (mechanisms)

2. Product

25. Additional comments or statement

CULC
APPENDIX G

Questions for Resources:

Resource ______________________

____

____

Cleveland Urban Learning Community

Student: ______________________

____

Subject or topic of course ______

____

1. How much time is spent with the learner - on a weekly basis?

2. How do you feel about being a resource?

3. Are you willing to continue to be called upon for your services?

   How many students?

   How often?

4. Do you think that this kind of education can be continued on a large scale i.e., 300 or more students?

5. Have you evaluated the amount of learning that has taken place? How?

6. What is the nature of the communications you have had with CULC?

7. Has there been adequate guidance from CULC staff?

Questions for Resources: Cleveland Urban Learning Community

Resource ______________________ Student: ______________________

______________________________ ______________________

______________________________ Subject of topic of course ______

____

8. What is your background in the field?

Number of years on the job?

Previous training or apprenticeship?

College courses?

Overall Impression of Classroom Environment

Use items 27 to 31 on answer sheet for this section

. Mark A if descriptions in left column apply completely.

. Mark E if those in far right column apply completely.

. Use B, C or D if there are degrees between columns.

planned organized clear	____A____B____C____D____E____	unplanned disorganized confused
friendly warm understanding	____A____B____C____D____E____	aloof egocentric restricted
stimulating imaginative enthusiastic	____A____B____C____D____E____	dull unimaginative routine
highly responsive to the needs and differences of students	____A____B____C____D____E____	not responsive to the needs and differences of students

Teacher ______________________________ Date __________________

Observer______________________________ Class__________________

After your visit, ask the teacher:

1. Was today a typical day, or did it differ from the usual? (check one)

   Typical ___ Not typical ___ -- because: ___________________________

2. Were things any different because an observer was present?

   No ___ Yes ___ -- because: ___________________________

3. Statement of Objective of Lesson:

1) Briefly summarize your feelings about the classroom, the teachers, and the students:

2) Comment on use and/or availability of resource materials (magazines, newspapers, models, etc.)

3) Equipment used or materials (briefly describe)

4) Sketch the room arrangement

Comments: ____

____

____

____

____

____

CULC
APPENDIX H

Class__________________________ Date & Time___________

Teacher(s)_______________________ # of students__________

# S normally__________

1. The apparent objectives of the class session observed.

2. Briefly outline the content the class dealt with.

3. Regarding Methodology:
   a) How directive is the teacher
      -controlling discussion
      -divergent, or convergent Q's
      -promotes interaction & involvement
      -evaluates

   b) partition: lecturing____ discussion____ "aimless rapping"____ other____

   c) comment on the comfortability of the teacher

   d) any evidence of the teacher planning the continuity before and next

4. Regarding the students
   a) # attentive____ # watching____ # bored______

   b) estimate the knowledge level of the content discussed by the students

   c) comment on the verbal ability of the students

CULC
APPENDIX I

SUMMARIES OF STUDENT QUESTIONNAIRES REGARDING STAGING

Question		Responses	Choice		
			1st	2nd	3d
4. What were you seeking when you chose to come to CULC?		(a) new friends	1	-	-
		(b) an escape	1	-	-
		(c) something different	3	4	-
		(d) a chance to get ahead in life	-	-	1
		(e) a high school diploma	-	2	2
		(f) a chance to find myself	1	-	1
		(g) independence	-	3	1
		(h) freedom from rules, regulations, authority	-	-	3
		(i) freedom to choose what I learn, etc.	6	2	2
		(j) a chance for my parents to have a say in my education	-	-	1
6. Do you wish to be graduated from CULC?	10	(a) yes			
	-	(b) no			
	2	(c) undecided			
7. What do you plan to do immediately after leaving CULC?	2	(a) I have no plans right now			
	1	(b) I wish to obtain a job			
	2	(c) I want to continue my schooling at college			
	1	(d) I want to continue my schooling with other training			
	2	(e) I want to take time off to get myself together			
	3	(f) I plan to travel			
	1	(other) live and learn and get out of the city			
10. If you had not come to CULC, what would you be doing now?	1	(a) working			
	7	(c) attending previous high school			
	1	(other) night school			
	1	who knows?			
	1	travelling			
	1	don't know			
16. The course sheets...	11	(a) help me organize my thoughts, goals, methods			
	6	(b) help me in my evaluations			
	2	(c) keep people off my back			
	1	(d) help others but not me			
	1	(e) help fulfill state requirements			
19. The seminars need to...	5	(a) be better planned ahead of time with different topics featured each week			
	6	(b) have more students involved and speaking up			
	4	(d) be more than sitting and talking			
	1	(e) examine what brings the group together			
20. In general, the community resource people need to...	7	(a) be more supportive			
	1	(b) be more accessible			
	2	(c) satisfy me needs better			
	2	(e) be more like teacher-counselors			
	1	(other) they are what they are, people			
	1	willing			
	1	they're o.k.			

21. In general, the teacher-counselors need to...

1 (a) be more supportive
1 (b) be more available
2 (e) be more directive
1 (f) be clearer about what is expected of me
3 (other) they're fine as they are
1 be more involved in betterment of school
1 be more understanding

CULC
APPENDIX J

SUMMARIES OF STAFF QUESTIONNAIRES REGARDING STAGING

Question	Responses
4. The course sheets...	4 (a) help me organize my thoughts, goals, methods
	3 (b) help me in my evaluations
	1 (other) help determine student interests
7. The seminars need to...	2 (a) be better planned ahead of time with different topics featured each week, for example
	5 (b) have more students involving themselves and speaking up
	1 (c) get rid of teacher-counselors and become more student run
	1 (d) examine what brings the group together
8. In general, the community resource people need to...	3 (b) be more accessible (time and place)
	1 (c) satisfy my needs better
	2 (other) become more informed about CULC
	1 ccommunicated with more closely
9. In general, the teacher-counselors need to...	3 (b) be more available
	4 (e) be more directive
	1 (f) be clearer about what is expected of me
10. Planning time	2-3 hours daily - student seminars or activities
	1 hour daily - with students on individual courses
19. Staff's view of school's future	Ideally Wish to see total concept continued
	Available to all in greater Cleve. area
	As part of the Cleveland Public Schools
	Make more alternatives available in public school
	Maximum size - 150 students
	Realistically Struggling
	Hand to mouth existence
	Needs support to continue
	Without funds we cannot exist
	Continued search for funds detracts from school's effectiveness
	Students are not as concerned about the continuity of the school

APPENDIX K

CULC Enrollment Statistics

	Summer 70	1970-71	1971-72	1972-73	1973-74
Total enrollment	36	59	96	113	115
city	-	50	80	96	78
suburban	-	9	16	17	37
No. returning	-	27	33	37	23
Status, entering					
transfered to CULC	-	48	54	63	56
dropped out of school	-	11	9	10	16
Status, leaving					
graduated	-	6	22	36	18
transferred	-	9	12	12	8*
dropped out	-	11	21	20	18*
GED	-	-	1	1	0*
never attended	-	-	3	9	16*

* as of 4/74

CULC
APPENDIX L

CLEVELAND URBAN LEARNING COMMUNITY
Data on CULC's 65 graduates as of January 1974
from the school years: 1970-71, 1971-72, 1972-73

S=was in Summer '70 program

	CITY College	Working	Un-employed	Un-Known	SUBURB College	Working	Un-employed	Un-Known
1970-71 (6 grad.)								
White Female					1 (1-S)			
White Male	1 (1-S)	1 (1-S)			2 (2-S)			
Black Male	1 (1-S)							
Black Female								
1971-72 (22 grad.)								
White Female	2 (2-S)	1 (1-S)		2(1-S)	2	1		
White Male	3	1			1 (1-S)	1 (1-S)		
Black Male	3 (1-S)	2						
Black Female	2 (1-S)							
Oriental Male		1						
1972-73 (37 grad.)								
White Female	5	6	1		1	2		
White Male	2	2	1	4	1	1		
Black Male	2	2			1			
Black Female	3	3						
TOTAL (65 grad.)								
White Female	7 (2-S)	7 (1-S)	1	2(1-S)	4 (1-S)	3		
White Male	6 (1-S)	4	1	4	4 (3-S)	2 (1-S)		
Black Male	6 (2-S)	4			1			
Black Female	5 (1-S)	3						
Oriental Male		1						
Totals:	24 (6-S)	19 (1-S)	2	6(1-S)	9 (4-S)	5 (1-S)	0	0

NOTE: Only 2 of the 65 students entered CULC as "drop outs" from school: one (a white female from the city) is employed, the other (a white suburban male) is in college. Both of the students started in the Summer '70 Pilot Program, and both graduated June 1972.

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CULC
APPENDIX M

SUMMARIES OF STUDENTS QUESTIONNAIRE REGARDING SUBSTANCE

(N = 12)

Question	Responses
5. Have you found what you were seeking at CULC?	a. Yes 6 b. No 0 c. Somewhat 5 d. Undecided 1

11. Please list in order of importance up to five things that you like most about CULC.

I. Use of community resources (in city)
  1. resource learning
  2. my resource
  *3. resource education
  4. resource learning

II. Seminars (substance)
  1. the seminars because you learn from other kids

III. Cross-section of students
  1. meeting all sorts of different people
  2. all the people here
  3. "community" sharing
  4. people
  5. people (staff and students)
  6. to meet real people
  7. the staff members and the people
  8. meeting new people and learning from them

IV. Counseling relationship
  1. student-staff relationships
  2. the staff
  3. friendly teacher - students
  4. some of the people at CULC - staff and students.

V. Student involvement in decision-making and governance
  1. student power
  2. not needing good attendance
  3. they have no dress code
  *4. Independence -- the choice to do what I feel
  5. the power to change which is in the hands of students
  6. freedom from rules, regulations

VI. Students planning, designing, documenting, evaluating own courses
  *1. chance to design my own learning
  2. the independence that I have
  *3. a chance to choose subjects most important to me and my career
  *4. has no limitations as to what I can learn
  *5. the way the program is set up
  6. the independence
  *7. I plan my own destiny

8. The sky is the limit
9. personal growth
10. self-discipline
*11. independent studies
12. better chance of learning my way
*13. learning
14. Self-discipline that can be acquired through independence
*15. learn what you want to
*16. Freedom to do what I want relating to school

VII. Miscellaneous
1. become more aware
2. able to come downtown and not get paranoid
3. my classes
*4. freedom
5. an equal chance to get my diploma

12. Please list up to five features that you like least about CULC.

I. Student involvement in decision-making and governance
1. students not taking an active role in decision-making
2. when students and staff don't share equal power in terms of credit
3. no discipline
4. rules
5. loging hours
*6. learning geared in hours, not in fulfillment of goals
*7. the fact that 75% attendance (is required)
8. when power to change is not used, apathy sets in.

II. Students planning, designing, documenting, evaluating own courses
1. evaluation
*2. the frustration I feel if I don't master what I want
3. students that sometimes don't use what they have
*4. midyear evaluations
5. course sheets
6. midyear evaluations

III. Miscellaneous
*1. ripoffs
*2. lack of communication between everyone
*3. the disorganization of the place
4. the apathy
5. lack of facilities
6. unclean rooms
*7. kids who fuck around
*8. not enough communication
9. not enough students
10. paying tuition
*11. not enough room for students
12. not enough desks for seminars
*13. theft
14. vacation time
15. the frustration felt at times because of a lack of community
*16. location
17. elevator operator

13. Please list in order of importance up to five things that you liked most about your previous school.

I. Staging
   1. swimming pool and gym
   2. equipment in school
   *3. enough room for students
   4. parking space
   *5. vocational equipment
   6. some good facilities -- building, gym
   7. wonderful cafeteria; good mash potatoes, rolls, chocolate milk
   8. location
   9. the bus and the places we went

II. Governance
   *1. the way the rules were
   2. dress code

III. Substance
   *1. intellectual English teachers or real teachers
   *2. the only possible thing I liked was one of the teachers there, but I didn't even have him for a class
   *3. some teachers
   4. my gym course
   5. my friends
   6. trying to beat the system
   *7. girls 2500
   *8. some subjects -- good curriculum, good teacher, good class
   *9. people
   10. the people and the staff
   11. the seminars
   *12. it was related to CULC

14. Please list in order of importance up to five things that you liked least about your previous school.

I. Staging
   1. lack of good art department
   *2. closed classrooms
   *3. it started getting into the system

II. Governance
   *1. teachers system of teaching
   *2. bells, halls, limitations. Narrow, narrow people
   *3. students have no part in any decision-making
   4. the way they change the school
   *5. hall guards
   6. whole school system
   7. bells -- tardiness
   8. student-staff hierarchy
   9. rules, rules, rules . . .
   10. not much choice in what I'd like to do
   11. lots of ancient regulations
   12. rules
   13. hair code
   14. dress code
   15. everything became mandatory

III. Substance

1. students behavior in school
2. all the same people
3. just a school to make you go to college
4. being degraded for being young
5. teachers were usually mindless idiots who didn't know how to teach
6. therefore, sitting in classes were boring and a waste of time
7. curriculum should have been more varied

*8. the predious MANORS some people had (sic)

9. some teatchers (sic)
10. teachers
11. pupils

*12. indoctrination not learning

13. limited curriculum
14. teachers, administrators

*15. attitude of teachers

16. prejudice of teachers and students

*17. impersonal

18. too many wasted people
19. level of education

*20. "curriculums", people, teachers (all of these some of time)

*21. staff

22. courses
23. everything became hard for me to relate to

15 Which three of the following CULC features have been most valuable to you.

1st Choice	2d Choice	3d Choice	Responses
3	3	1	a. city resources
1	2	1	b. CULC seminars
-	1	1	c. independent setting
-	-	1	d. teacher-student ratio
-	-	2	e. student mix
2	1	1	f. my part in daily decision making for myself
-	1	-	g. my part in daily decision making for the school
1	-	2	h. relationships with teacher
-	-	-	i. course sheets
1	-	-	j. noncompulsory daily attendanc
3	1	2	k. my part in planning my own program
1	-	-	l. my part in finding my own resources
-	2	-	m. my role in evaluating my own program
1	1	1	n. my part in doing my own program

17. The course sheets need . . .

- a. to be abolished
6 b. to be kept as it
- c. to be more structured
4 d. to be more flexible
(other) - set up differently
- changes when they are need

	Responses		
18. The seminars . . .	8	a.	give me a chance to express my feelings
	7	b.	give me a chance to hear others express their feelings
	4	c.	give me a chance to be with other CULC students
	10	d.	add to my general knowledge
	(other)		- give me ideas
			- are boring most of the time
21. In general the teacher-counselors need to . . .	1	a.	be more supportive
	1	b.	be more available
	-	c.	be less threatening
	-	d.	be more flexible
	2	e.	be more directive
	1	f.	be clearer about what is expected of me
	(other)		- they are fine as they are
			- more involved in betterment of school
			- they are all right
			- stay as they are
			- be more understanding
			- they are what they are, people

N.B. In the responses to nos. 11-14, the categories for grouping responses are the evaluators. No hierarchy is intended by the listing. The starred (*) items were the first choices of the sample.

CULC
APPENDIX N

SUMMARIES OF STAFF QUESTIONNAIRE REGARDING SUBSTANCE

N = 6

Question	Responses	
1. Please list in order of importance up to five things that you like most about CULC.	5	a. personalized and close student/staff relationship
	4	b. resource education
	4	c. racial and geographic mix of student population (quota system)
	4	d. alternative education
	4	e. informal atmosphere
	2	f. student decision making
2. Please list in order of importance up to five things that you like least about CULC.	3	a. financial struggle for existence
	4	b. administrative and secretarial responsibilities
	2	c. absence of competency in basic skills
	2	d. low level of student participation in student governance
	1	e. lack of facilities
3. Which three of the following CULC features have been most valuable to you?	4	a. city resources
	-	b. seminars
	1	c. independent setting
	3	d. small pupil-teacher ratio
	4	e. student mix
	1	f. my part in daily decision making for myself
	1	g. my part in daily decision making for school
	3	h. relationships between teacher and student
	-	i. course sheets
	-	j. non-compulsory daily attendance
	1	k. my part in planning and devising program
	-	l. my part in finding resources
	1	m. my part in evaluating program
	-	n. my part in doing my own program
5. The course sheets need . . .	-	a. to be abolished
	5	b. to be kept as is
	-	c. to be more structured
	-	d. to be more flexible
	(other)	- used as an alternative - to include explanation as to use and purpose
6. The seminars . . .	-	a. give me a chance to express my feelings
	-	b. give me a chance to hear others express their feelings
All responses fit all categories	-	c. give me a chance to be with other CULC students
	-	d. add to my general knowledge

Question	Responses
9. In general, the teacher-counselors need to . . .	- a. be more supportive 3 b. be more available - c. be less threatening - d. be more flexible 4 e. be more directive 1 f. be clearer about what is expected of me
11. What is your rapport with your students?	Most felt rapport was good. Instances of positive nature - helped a student with a drug problem obtain professional help - helped a student open up and relate to others - mutual respect of teachers and students, first name basis - help students develop more positive and definitive life goals
12. Have you done anything to promote your own professional growth?	Varies from nothing to one staff member who completed requirements for provisional teaching certificate. In general each pursued their interests.
13. What is your view of student discipline?	
self discipline	All recognized a wide variation of student discipline from immaturity to self-directed. There was evidence of maturation over time.
as a member of CULC	The staff was almost unanimous in its desire to see more participation and interest in the student governance. There was limited interest by a very small number of students in the whole process of student governance and widespread student representation. This was evident in the governing body and in the expectations of the constituency with the lack of expectation toward accountability or feedback.
14. How do you view your role as a counselor? Do you feel that you should have some specific training for this role?	- All expressed a great personal satisfaction from their role. - A few voiced a need for a better preparation for the role, i.e. additional courses or experience. - A majority of counseling time was rap sessions and listening to gripes and problems.
15. Student achievement.	- No staff member had any objective measure of achievement for his students. - Some used their own academic achievement as a comparison. - Most stated that students achieved according to goals the students had set in their course sheets. - Two staff members pointed to jobs obtained by students as a result of their CULC courses as measures of achievement.

Question	Responses
23. What do students miss by participating in CULC?	- sports - neighborhood concept - content (subject matter) - school spirit - special facilities

CULC

APPENDIX O

CENTRAL TENDENCY STATISTICS OF STUDENT AFFECTIVE OUTCOMES SCALE

	Scale	Mean	Median	Mode	S.D.
1.	Self understanding	6.5	7	8	1.8
2.	Self esteem	6.8	7	7, 9	1.9
3.	Courage to fail	5.8	5	5	1.5
4.	Giving love	6.1	5	5	2.3
5.	Accepting love	6.8	7	9	2.3
6.	Openness	5.6	5	5, 9	2.6
7.	Peace of mind	5.4	5	5	1.6
8.	Tendency to trust others	6.3	6	3,8,9	2.5
9.	Level of aspiration	7.3	8	9	2.2
10.	Physical energy	6.8	7	7, 8	1.8
11.	Versatility	6.8	7	7	1.7
12.	Innovativeness	7.2	7	7	1.3
13.	Expressing anger	6.1	6	5, 7	1.6
14.	Receiving hostility	4.3	5	5	2.2
15.	Clarity in expressing my thoughts	5.9	5	5	1.0
16.	Ability to listen	7.3	7	7,8,9	1.4
17.	Reactions to comments about my behavior	6.5	7	9	2.7
18.	Tolerance of differences in others	7.0	7	5,8,9	1.7
19.	Interest in learning	7.8	8	9	1.1
20.	Independence	6.9	8	9	2.5
21.	Vision of the future	7.3	7	9	1.7
22.	Ability to make my own decisions	7.3	7	7, 9	1.6
23.	Comfortable feeling when making my own decisions	3.3	3	0,1,5	2.4
24.	Control and power over my own life	6.3	6	7	1.2
25.	Self responsibility	5.2	5	5	2.4

CULC
APPENDIX P

SUMMARIES OF STUDENT INTERVIEWS REGARDING SUBSTANCE

Question 1: Has CULC made a difference in your life? If yes, how?

Student	Responses
A	Less responsible Time freer for performances (music) and money making Father unhappy S came to CULC
B	More open person Understand and communicate with people better Learn skills at the resources
C	Changed attitude toward people Staff helped S to meet people
D	More responsible, mature, self directed
E	Not afraid of city
F	Met a lot of people Learned in seminars
G	Grew 4 years in reading in 1 calendar year Feel better about learning
H	Learned things S couldn't learn in public school Feel better about myself because S had to learn independently
I	No
J	Work more individually
K	Helps me to be myself, to be independent
L	S has say in S's education S can learn way S wants to

Question 2: What do you feel you are missing by being here at CULC rather than at your previous school?

A	Structured education
B	Sports
C	Nothing, but sports
D	Nothing
E	Sports facilities Equipment (film projectors, etc.)
F	Nothing
G	Nothing
H	Nothing
I	Nothing
J	Nothing
K	Nothing
L	Nothing

CULC
APPENDIX Q

Master Schedule

CULC Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
9:00 Staff Meeting	9:00 Geometry - Mike	9:00 Staff Meeting	9:00 Counseling	9:00 Geometry - Mike
10:00 Around the Front Desk -Yvonne Buehner Space Science - Mike	10:30-12:00 Poetry with Chuck Smith	10:00 Basic Skills Lab	10:00 Community Activity Cooking-Sewing -Ruth	11:00 Staff Meeting
11:00	11:00 Basic Math Sem-Mike	11:00 Basic Skills Lab	11:00 Geometry-Mike	12:00
12:00	12:30 CULC Courses English+Eng. Lit - Mary Algebra I - Mike	12:00	12:00	12:30 CULC Courses English+Eng. Lit - Mary Algebra I - Mike
12:30 Religion-Philosophy - Barb Communications- Mary Understanding Sex-Bill	2:00 Algebra II - Mike English+Reading-Mary	12:30 Government - Mark Auto Skills -Bill+Mike	12:30	2:00 Chemistry - Barb Biology - Ruth Algebra - Mike
1:00-2:00 Science Fiction	3:00 American History - Mark Basic Math - Mike Photography - Ruth	1:30 Our Natural Environment Bill + Barb Drama - Mark PE + Health - Ruth	1:30 Physical Education at St. Clair Rec - Ruth	3:00 Am. History - Mark Chemistry - Barb Phys.Ed. - Ruth Basic Math - Mike
1:30 Physical Science - Barb Black History - Mark Geometry - Mike	4:00	2:30 Social Psychology -Bill English -John Schubert		4:00
2:30 American Indian - Bill Psychology - Mary		3:30 Art - Barb		
3:00 Music - Ruth Botany Group - Barb				

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CULC
APPENDIX R

SUMMARIES OF STUDENT QUESTIONNAIRE REGARDING GOVERNANCE

Question 8: Would you want to see CULC become a part of the Cleveland Public School System?	Response
	5 a. Yes
	1 b. No
	1 c. Unimportant
	5 d. Undecided

CULC
APPENDIX S

SUMMARIES OF STUDENT INTERVIEW REGARDING GOVERNANCE

3. Identify three instances this past year when your concern or say has affected the direction of the school (CULC).

Student	Responses
A	Executive Board makes decisions Executive Board is effective for students Parents don't use the Executive Board as much as they can
B	Went to Executive Board about tidiness of building and help (custodial) was secured
C	I'm not too active in the planning at CULC My first year a drug problem on the premises was cleared up through the Executive Board
D	No answer
E	I'm not very involved I realize that I can change things at CULC Some things need changing: a) more communication b) more student get togethers
F	Not doing much for CULC right now
G	Basic skill tests, midyear evaluations, drug problems, theft problem I worked with search committee for new director
H	No answer
I	No answer
J	I'm not involved very much
K	The Executive Board listens to what you have to say
L	Changing the mandatory midyear evaluations
M	Changing the mandatory midyear evaluations

CULC
APPENDIX T

SUMMARIES OF STAFF QUESTIONNAIRE REGARDING GOVERNANCE

Question	Responses
16. What are some examples of how the students have affected the school?	1. Midyear evaluation procedure and the reversal of it 2. Mandatory seminar attendance (75%) 3. Set the salary of the Director 4. Testing program for basic skills 5. Banning the use of drugs on school premises
17. What are some examples of how the students have affected the direction of the program?	1. Obtaining resources 2. Initiate seminars 3. More social oriented resources
18. How has the staff affected the direction of the school?	1. Interests of staff have determined courses 2. All duties are shared 3. Staff instigated Executive Board consideration of drug problem, seminar attendance, and midyear evaluation
20. How effective is the school's governing body?	Strengths - gets things done, functional - part of educational process, necessary Weaknesses - not class oriented - cumbersome - lack of student interest
21. What problems do you see in the process of another institution or school system absorbing or merging with CULC?	1. Bureaucracy, rigidity 2. Change in decision making process 3. Advantage of support systems 4. Available to more students 5. Restriction on travel 6. Emphasis on content 7. Educational value justification needed 8. Better facilities
22. Would you wish to continue as a member of the staff if CULC were absorbed?	Most said yes if the major ideas were retained

APPENDIX U

CLEVELAND URBAN LEARNING COMMUNITY

CODE OF REGULATIONS * AS AMENDED MAY 1, 1972

ARTICLE 1 - PURPOSE

Section 1.01. The purpose of the CLEVELAND URBAN LEARNING COMMUNITY (CULC) shall be to sponsor, establish, conduct, and maintain an educational organization within the greater Cleveland community, all in accordance with and not in contravention of the purposes expressed in its ARTICLES OF INCORPORATION.

Section 1.02. The membership shall, to the extent feasible, be representative of the greater Cleveland community.

Section 1.03. It shall be the policy of the Cleveland Urban Learning Community:

(a) to bring diverse youth together from throughout the greater Cleveland community to grow together through common learning experiences,

(b) to offer widely ranging educational programs developing personal choice, judgment, curiosity, inventiveness, commitment, and resourcefulness,

(c) to use the city as a real learning environment,

(d) to create rules and discipline which are developed in response to learning about the world in the city -- people and groups with whom one must be in daily contact.

(e) to help each student develop a personal profile through a personal record of relationships to people and institutions in the city,

(f) to review the tradition of youth learning from adults who use their skills, knowledge, and wisdom to survive in everyday life,

(g) to prepare youth to live, move, and act without fear in a time of constant change, and

(h) to develop the desire within each student to put knowledges together and to see the relationship between different kinds of learning.

ARTICLE II - MEMBERSHIP

Section 2.01. All persons shall be members of the Cleveland Urban Learning Community who become CULC students, staff, parents of students (including foster parents and guardian of students), resource people and representatives of institutions connected with the program of CULC, and members of the Advisory and Evaluation Boards of CULC.

Section 2.02. Each member of the Cleveland Urban Learning Community shall be entitled to a vote upon any matters which may come before any regular or special meeting of CULC.

ARTICLE III - EXECUTIVE BOARD

Section 3.01. Except as may be specifically otherwise provided for herein, all powers of the Cleveland Urban Learning Community shall be exercised by the Executive Board.

Section 3.02. The Executive Board shall be elected at the Annual Meeting and shall consist of TEN members, FIVE of whom shall be students elected by and from the students, and FOUR of whom shall be elected by the other members of the Cleveland Urban Learning Community. At least two of the four Executive Board members elected by the other CULC members shall be parents of students and neither of the remaining two shall be parents or staff. The staff shall designate ONE Representative and one alternative representative.

Section 3.03. The term of office for Executive Board members shall be one year commencing on May 1 of each year. An Executive Board Member may be re-elected no more than two consecutive times.

Section 3.04. An Executive Board member may resign. Absence from three consecutive regular Executive Board meetings or three such meetings in any six-month period shall be deemed a resignation, unless at least two of such absences shall have been excused by the Executive Director not less than two days prior to the meetings. A Board member may be removed by a vote of at least three fourths of the remaining Board members.

Section 3.05. Vacancies on the Executive Board shall be filled by a vote of a majority of the remaining Board members.

Section 3.06. The Executive Board may delegate certain of its powers to committees of the Board. In addition, the Board shall appoint an Advisory Board, an Evaluation Board, and a Nominating Committee, whose powers, duties, and terms shall be as set forth below.

Section 3.07. The Advisory Board shall consist of a representative cross-section of Greater Cleveland. The Advisory Board shall have such powers and duties as are from time to time delegated to it by the Executive Board. It shall meet once a year with the Executive Board and at any other necessary times to advise on the conduct of the business of the Cleveland Urban Learning Community. The term of the Advisory Board members shall be one year, but members may succeed themselves.

Section 3.08. The Evaluation Board shall consist of professional educators from Greater Cleveland. It shall be the function of the Evaluation Board:

(a) to advise the Executive Board and members of the Cleveland Urban Learning Community on educational method, and to disseminate CULC teaching methods,

(b) to program the absorption of the Cleveland Urban Learning Community by a Greater Cleveland school agency by the beginning of the 1972-73 school year, and

(c) to exercise such other powers and duties as are from to time delegated to it

Annual Meeting.

Section 3.11. The Executive Board shall be deemed the Board of Trustees and its members shall be deemed Trustees in any case wherein a Board of Trustees or Trustees are required by law or custom to act, as well as in any case wherein the Board of Trustees or Trustees are mentioned in the Articles of Incorporation of the Cleveland Urban Learning Community.

ARTICLE IV - MEETINGS

Section 4.01. The Annual Meeting of the Cleveland Urban Learning Community shall be held in the City of Cleveland at a time and place designated by the Executive Board on the third Friday in January in 1971, and thereafter on a day in April of each year as determined by the Executive Board. Written notices of the meeting shall be given to members at least twenty days prior to the meeting.

Section 4.02. The Executive Board shall meet at least monthly at a time and place to be designated by the President of the Cleveland Urban Learning Community.

Section 4.03. Special meetings of the Executive Board, the membership, or any Board or Committee of the Cleveland Urban Learning Community may be called by the President, a Vice President, or the Executive Director. Written notice thereof shall be given by the Secretary of CULC not less than three days before the meeting, provided that emergency meetings of the Executive Board may be held on less notice so long as notice thereof has been waived in writing by at least three-fourths of the Board.

Section 4.04. The voting members present at any duly called meeting shall constitute a quorum thereof, except that a majority of the Executive Board must be present before business may be transacted.

ARTICLE V - OFFICERS

Section 5.01. The officers of the Cleveland Urban Learning Community shall be a President, a Secretary, one or more Vice Presidents, and a Treasurer, together with such assistant secretaries and treasurers as may from time to time be deemed advisable. Any officer except the President and the Executive Director may hold two offices.

Section 5.02. The officers shall be elected at the first meeting of the Executive Board held on or after May 1 of each year and shall serve for a term of one year or until their successors have been elected. Each officer except the Executive Director shall be a member of the Executive Board. The Executive Director shall be an ex officio member of the Executive Board without a vote, except that the Executive Director shall have the power to vote in the event of a deadlock in the Executive Board.

Section 5.03. Any officer may be removed from office upon resignation or upon concurrence of three-fourths of the entire Executive Board. Vacancies in any office shall be filled at the next Executive Board meeting. Officers so elected shall complete the unexpired term.

ARTICLE VI - AMENDMENTS

Section 6.01. These Regulations may be amended by two-thirds of those members of the Cleveland Urban Learning Community voting at a general meeting of CULC called for that purpose. The form of any amendment and any relevent existing sections of these Regulations shall be published or mailed as part of the required written notice of the meeting. A mail ballot may be employed in lieu of a general meeting.

Section 6.02. No amendment shall be permitted which would contravene the provisions or intent of Articles Third, Fourth or Eighth of the Articles of Incorporation of the Cleveland Urban Learning Community.

APPENDIX V

RESPONSIBILITIES OF CULC MEMBERS

STUDENTS

1. The primary responsibility of every CULC student is to work at developing at least two resource-orientated courses as part of a program leading to four full credits for the year.

2. Students will design their own courses based upon what they wish to learn as well as the state requirements for high school graduation. This will include a written course sheet which outlines the students goals and which may be written up with the assistance of the CULC staff person or resource.

3. Students will set aside Wednesday morning as a time to cummunicate with their individual counselors about their goals for the coming week as well as reviewing the "action sheets" for the week past.

4. Every six weeks, the student, staff and resource person will get together to review the action sheets to see what learning has been taking place.

5. Students participate in pre-packaged "starter" courses if they do not feel they can design their own courses.

STAFF

1. Staff aids students in deciding what they want to learn while at CULC and in identifying and contacting resources.

2. Staff will set up a Student-Staff-Resource meeting once the resource has been contacted and subsequent meetings.

3. Staff meets with the students to go over the action sheets every Wednesday morning.

4. Every six weeks staff will provide students and parents with a summary statement of the students progress.

5. Staff decides on what proposed courses can receive credit and how much credit.

PARENTS

1. Parents should understand that the CULC staff is not responsible for supervising the attendance. In this spirit parents and staff and students must work together to help the student learn at CULC.

2. Parents have the opportunity to meet with other parents to share beliefs and anxieties relative to experimenting in an alternative form of education.

3. Parents may help develop resources and serve other CULC governmental needs whenever possible.

4. Parents are members of CULC and are encouraged to share in the educational activities.

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APPENDIX W

BUDGETS FOR EACH OF THE FOUR YEARS OF CULC

Item	1970-1971	1971-1972	1972-1973	Projected 1973-1974
Salaries	52,800.00	60,167.00	65,000.00	58,000.00
Payroll taxes	2,745.60	3,129.00	3,400.00	4,000.00
Teaching Aides & Specialists	1,220.00	2,000.00	2,000.00	-
Consultants	1,000.00	1,600.00	1,500.00	200.00
Educational Evaluation	1,000.00	1,000.00	-	350.00
Office Supplies	1,000.00	2,000.00	1,200.00	1,000.00
Postage	300.00	600.00	450.00	200.00
Rent	7,516.00	8,200.00	8,200.00	5,850.00
Insurance	500.00	500.00	600.00	400.00
Telephone	1,550.00	1,700.00	1,500.00	1,750.00
Electricity	559.00	600.00	500.00	450.00
Building Maintenance	300.00	120.00	200.00	200.00
Equipment Maintenance	275.00	275.00	600.00	300.00
Vehicle Maintenance	850.00	750.00	-	2,600.00*
Transportation	1,500.00	1,800.00	2,750.00*	1,200.00
Educational Materials	1,000.00	2,000.00	1,500.00	1,000.00
Audit	250.00	250.00	250.00	-
Total Operating Expenses (Budgeted)	$74,537.23	$86,691.00	$89,650.00	$78,000.00

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